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Library Education

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Library Service For Rural Folk

A. B. Bryan

A Code For Interlibrary Loans

Norma O. Ireland

My Impressions Of Chinese Libraries

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THE LIBRARY JOURNAL

A Code For Interlibrary Loans

As Used In A Small University Library

By NORMA OLIN IRELAND

Reference Librarian, Bierce Library, University of Akron, Akron, Ohio

LIBRARIANS have written on all possible angles of interlibrary loan practice except, perhaps, one. And that is the formulation and use of a new Code, similar to that compiled eighteen years ago by the American Library Association.[1] Many writers have suggested the feasibility of such a project, but have gone no further. There is ample evidence among libraries, as revealed by the result of a questionnaire study made by Marion Ewing,[2] that there is a definite need for such a codification.

Last year, it fell to my lot as reference librarian to handle interlibrary loans in our Library. Having had no experience in this phase of library work, and little knowledge excepting, perhaps, a few lectures while in Library School, I decided to make a rather thorough study of the subject. The literature proved to be voluminous and all the writers seemed to aim at the same things, namely, a better understanding of existing practices, and some sort of codification. With these facts in mind, I worked out a Code for the use of our Library which I thought would help answer the first problem, at least.

Of course, since ours is a small University Library, we are for the most part borrowers, and as such we made our Code. It may be adapted to any library, however, with a few changes and additions for the individual library. The Code is here presented, with names of libraries omitted, as well as a few paragraphs that applied only to our Library:

A Code For Interlibrary Loans

Any person desiring an interlibrary loan must be acquainted with the following Code of practice of _____Library, and must abide by same.

Sec. I

Who May Borrow

Members of the faculty, graduate students, and undergraduate students at the discretion of the librarian in charge of interlibrary loans.

Sec. II

Purpose Of Loan

The privilege of interlibrary loans is given chiefly for the purpose of serious research, meaning especially, that of graduate students and faculty members. Undergraduates are given the privilege only when the librarian in charge feels that the request will not be against the ethics of the system of interlibrary loans as in use in the United States.

Persons desiring a loan must first determine that the book wanted is not in_____Library, or in any other library in the vicinity. If possible a trip to a neighboring city library is preferable, before granting the privilege of interlibrary loan.

Faculty members who visit libraries with the intention of using the library may receive a letter of introduction from_____Library.

Faculty members, however, are requested not to borrow books from any library for an extended time, for purposes of placing them on reserve in _____Library, but should arrange with the librarian of_____Library for such a loan, if necessary. This practice, however, is not encouraged.

[1] A.L.A. *Bulletin*. 11:27-9, Jan. 1917.
[2] Ewing, Marion. "Borrowing from Our Neighbors." Lib. Jour. 58:918-923, Nov. 15, 1933.

Sec. III

MATERIAL NOT TO BE REQUESTED

Fiction, recent books, books in demand, books of great value, and reference books should never be requested for interlibrary loan. Lending libraries usually state their own restrictions, so these may be familiar to the surrounding libraries.

Sec. IV

LIMIT TO NUMBER BORROWED

A borrower may not request more than two books at a time from any one given library.

Sec. V

CHARGES

All postage and insurance (both ways) must be paid by the individual borrowing, and any injuries to the book while in his care must be paid for. If a book is lost, it must be paid for in full, and if it is a volume in a set, the amount will be determined by the loaning library. In the_____Library, for instance, the entire cost of the set must be paid.

Sec. VI

LENGTH OF LOAN

The length of time which a book may be kept depends on the type of book, and the lending library. The period is usually two weeks. The borrower must also know and observe carefully the date the book is due in_____Library, in order that it be returned promptly. Failure on the part of the borrower to observe rules of the lending library may forfeit_____Library's privilege of borrowing.

Sec. VII

OTHER RESTRICTIONS

The lending library sometimes states other restrictions in regard to special books. For instance in the case of some books, they may be read in_____ Library, but may not be taken from the building. Such restrictions must be carefully observed. Books that are out of print or of great value are included in this class.

Sec. VIII

RECORDS AND FORMS

Any person wishing to borrow by means of an interlibrary loan must fill out the following record:

INTERLIBRARY LOAN

I wish to borrow the following books from the ....
..... Library. Librarian .....
.....
Author ..... Title .....
.....
Ed. or date..... Publisher.....
Author ..... Title .....
.....
Ed. or date..... Publisher.....
I want to use the books for the following purpose:
.....
.....

Front

Name of borrower .....
.....
Librarian .....
Address ..... Tel. .....
Student, faculty, or occupation.....
Date of request .....
Date of receipt of books .....
Date books are sent .....
Date books are due in Bierce Lib. .....
Date books are due in loaning lib. .....
Date books are returned .....
Amount due .....
Remarks .....

Reverse

This record shall be kept on file at the desk of the librarian in charge, for one year, together with all correspondence of libraries concerned.

Sec. IX

MISCELLANEOUS

Whenever possible photostat pages should be requested, in preference to borrowing the entire book when only a small item or page is needed.

Any person desiring the privilege of an interlibrary loan, and who is given this privilege, must promise to abide by the foregoing rules.

•

In addition to the above Code and the accompanying Interlibrary loan form, there are also certain phases of routine, as well as other blanks and forms, whose usage might be of interest. The routine as outlined is very simple and may be adopted with little difficulty.

Routine For Interlibrary Loans

I. GENERAL

1. Person requesting loan must read the Code of practice.
2. Person requesting loan must fill out form. See sample in Code.

II. BOOKS BORROWED

1. Write letter requesting book.
2. Books that we borrow are usually sent Express collect, and bill is sent later. Some libraries, however, send books parcel post. In this case, amount of postage is indicated on package.
3. We acknowledge receipt of books by means of post card.

Bierce Library. Inter-Library Loan
The University of Akron
.....193...

Bierce Library acknowledges the receipt of the following books, which were recently borrowed from you.

Very truly yours,
Librarian.

4. We return books borrowed by Express prepaid. Amount is usually determined by cost of original package.

5. Send post card stating that books have been returned.

Bierce Library Inter-Library Loan
The University of Akron
.....193...

We returned today by prepaid express the books noted below, loaned by your Library. Please accept our thanks for the favor.

Very truly yours,
Librarian.

6. Persons for whom books are borrowed are required to pay amount due at time of their return of books to_____Library. If the amount is only an estimate, they should be so informed, and any adjustments can be made later.

III. Books Loaned

1. We answer a library's request by letter.
2. No books are loaned to individuals; only through libraries.
3. We send loans from_____Library Express collect. Valuate theses at $15 each.

For individual purposes, as well as for comparison with other libraries it is desirable and, in fact, really necessary to keep statistics of interlibrary loans. The cards filled out by the individual borrower are kept on file at the Reference desk for one year, and at the end of that time the necessary data are recorded from them, and they are destroyed. Blanks may be printed for statistics, but it is not absolutely essential. The following facts, however, should be recorded in some form:

Year
No. requested
No. requested more than once
Total requests
No. supplied
No. not supplied
No. requested for faculty
No. requested for graduate students
No. requested for others
No. institutions approached
Names of institutions approached
Loans made
Names of institutions who borrowed
Type or class of book borrowed

In addition to the above statistics, there are also other interesting facts that may be gleaned from a year's analysis of interlibrary loans. Miss Margery Quigley outlined some of these in her article entitled "Inter-Loan in a Suburban District."[3]

Conclusion

At the time of writing, the problem of service charge for interlibrary loans is under discussion. I have attempted no inclusion of this subject in my Code, because, of course it is more the problem of the large lending library, especially in the Western states. Here, because large libraries are fewer and farther apart than in the East, the burden of interlibrary loans is heaviest. The above Code, Routine, and suggested form for Statistics are only a step towards uniformity of interlibrary loan practice, and, as such, will perhaps serve to aid librarians towards that fulfillment of our aim—better understanding and Service.

[3] Quigley, Margery. "Inter-Loan in a Suburban District." Lib. Jour. 57:890-892, Nov. 1, 1932.

While Shelving

The name lingered for a moment,
Though I put the book in place.
Felt the much-worn leather cover,
And the gilt long since erased.
Old-time print that looked more ancient
On the paper stained with age.
And the story, most quiescent
Written by some worthy sage.
Each new day brings some life's end.
Published first in eighteen-thirty.
Charged the last in nineteen-ten.

—ELSIE MCTAVISH

My Impressions Of Chinese Libraries

By SAMUEL T. Y. SENG

Director, Library School, Boone University, Wuchang, China

IN A RECENT survey of Chinese libraries undertaken on behalf of the Chinese National Library Association, I recently visited over thirty libraries in more than ten cities. The work took a month. I addressed librarians in three different places and met many prominent educators both Chinese and foreign, such as Dr. Hu Shih, Dr. Howard Galt, acting president of the Yenching University, Roger S. Greene of the Peking Medical College, Dr. J. L. Davies, acting president of Cheeloo University, Chancellor Tsai Yuan Pei, Mr. Yeh Kung Cho and Mr. Hwang Yen-pei. I conferred with many of these with regard to the kind of library training that students in the future should receive and had a rare opportunity to discuss with trained librarians, either individually or in groups, what special kind of training should be emphasized to fit library students for the present situation in China.

My first visit was to Kaifeng, where I found, to my surprise, that practically the whole land revenue of the province had been set aside for educational purposes. This was due to General Feng Yu Hsiang, whose example has been followed by all his militaristic successors, who have not used any of this revenue for military purposes. Because of their financial independence, the schools have been growing in number. The provisional government has supported not only primary and middle schools but also a university which has just erected a $160,000 building for its library, all paid for from the provisional treasury. This library spends $36,000 a year for the purchase of books in foreign languages. Mr. Li Yen-ting, a librarian trained in America, has worked faithfully and quietly to build up this library. A general course on library training is given. In addition to his library work, the librarian is professor of chemistry, in which he gives two courses. Mr. Li showed me the Provincial Library, where he is revising the catalog, and the Popular Library, situated in the Drum Tower with administrative offices in a separate house below the Tower on the street. It was fully crowded with readers.

My next stop was at Tinghsien, where Dr. V. C. Yen has been working for mass education and rural reconstruction for years. Tinghsien is not an attractive place. To my question "Why did you choose such a locality as headquarters for this important work?" Dr. Yen told me that he had three reasons: First, the result of mass education at this place is more satisfactory than elsewhere; second, the gentry or men of prominence are more inclined to cooperate and have turned over land and buildings for use in the work; and third, the staff members have found this place a good experimental station, as it is not far from Peiping. Dr. Yen said to me: "You must secure the services of real leaders, if you desire success in your undertaking, and you must present some large project that will appeal to them. If you have the project and the men to carry it into effect, the money will come to you." I asked him what part the library should play in such a project. He answered: "Library activity is one of my projects although it is not of primary importance." He said that he would like a library primarily for the use of his staff and secondarily for the use of the people in the rural districts. To carry out such a plan, he would take some man of Henry C. D. Chen's caliber, paying him a salary which I named. Chen is a graduate of our School, who has built up the library of the Chinese Social and Political Association in Peiping.

My next stop was Peiping, where I had not been for four years. The last time I was there was when I went to Europe to attend the first world conference of librarians in Rome. At that time in company with the American Minister Mr. MacMurray, Dr. Y. T. Tsur, Mr. H. C. Zen and Mr. T. E. Yuen, we visited the new Library building, then still in process of construction. The walls, of Chinese marble, were then only about four feet high. Now the building is completed. It is not only beautiful and imposing but also a store house of rare treasures. It combines Chinese and Western architecture and is amply fitted for the use for which it was erected. This Library was built by the China Foundation with the indemnity fund returned by America. The collection of Chinese books, consisting of 50,000 volumes all written by hand, together with numerous printed books of the Sung and later dynasties and many rare manuscripts, formerly belonged to the Government and is now incorporated by an agreement with the China Foundation as the National Library of Peiping. Great emphasis is now laid by the Library on the purchase of books in foreign languages, back files of scientific journals of different countries, standard works in the large sense, and books not easily found in other Peiping libraries. Those who do research work are finding this Library indispensable and it also has many books for circulation. Numerous readers come here daily to copy portions of books not to be found elsewhere in China and there is also a photostat service. I also found in this Library an unique collection of models of the Yuen Ming Yuan Palace, the Summer Palace, the Winter Palace and the Imperial Tombs of the Tsing Dynasty. The acting director, our friend Mr. T. L. Yuan, and Dr. Y. T. Tsur, chairman of the building committee, who worked with the director in designing this lovely building, have taken great pains in bringing about the acquisition of the Government books, as stated above. Mr. Yuan has on his staff over a dozen of our graduates

working in different departments and has offered to our school a scholarship of $200 a year for the training of librarians, beginning next term.

The Chinese Social and Political Science Association has also a new building. The librarian, Mr. Chen, has specialized in geology for many years. His Library has a splendid collection of books on political subjects. Among those who were instrumental in organizing the Association and in building the Library are Paul Reinsch, the late American Minister to China, Roger S. Greene, Dr. Willoughby, Dr. Goonow, Dr. Hu Shih, and Dr. Y. T. Tsur. Mostly the books were given by American universities.

The Tsing Hua University Library has just completed an addition almost twice as large as the original building. It has two spacious reading rooms and can accommodate 600 readers very comfortably. I was impressed by its systematic administration and by the number of projects that the Library is hoping to carry out. These are made known to the staff and are kept posted in the librarian's office. Each member is required to hand in a daily report of the work. Dr. Andrew Wang, one of our graduates, is the librarian, and another of our students is in charge of the cataloging.

The Yen Ching University Library, I regret to say, seemed to me not well adapted for its use. The administrative offices are too small and the Library will soon need enlargement. This Library has been greatly benefited by the Harvard-Yenching Institute, supported by the Hall Fund. Many standard Chinese books in large sets and works on China in foreign languages have been liberally bought with this money. The order work is carried on most efficiently. The librarian is Mr. Orval Tien, one of our graduates. In addition to his duties in the Library, he has used his spare time in manufacturing white ink and shellac. Several libraries have bought them from him at reasonable prices. The binding case that he uses for Chinese books is also one of his inventions.

The Library of the Peking Medical College is well classified and cataloged under the direction of Mrs. T. C. Tai. The classification is based on that of the Boston Medical College Library. The College has a fine collection of medical journals in addition to books on medicine and surgery. There are a few small reading rooms but the Library has no building of its own.

The Library of the Geological Survey, now several years old, was built with funds contributed by its friends. It is a research Library, having a collection of more than 20,000 volumes in foreign languages and more than 5,000 in Chinese, mainly on geology, geography, paleontology, archaeology and mineralogy. Its collection of maps is unique and there are also over 200 technical journals. The Survey issues various valuable publications including two journals, one on geology and the other on soil conditions. The library receives a grant from the China Foundation for the purchase of books.

The Library of the National University, lacking an adequate building, is now temporarily housed in the Chinese residential quarters. Nevertheless the collections of Chinese and western books number altogether 200,000, but unfortunately they are not cataloged. This Library dates back to the Manchu Dynasty. It maintains a binding department of its own, which operates very well and cheaply. Native material is used and the average cost is less than 30¢ per book.

The National Normal University Library has been greatly improved since the return of its librarian, Mr. Ho Erh Chang.

The Library of the Roman Catholic University, in charge of a German librarian, Dr. Shierlitz, is not large but new and active. It is temporarily housed in the administrative building. The librarian has adopted the Dewey Classification and personally catalogs all western books, Chinese books being handled by his assistants. I was introduced to the chancellor, an American, a very cordial and energetic man of middle age, who was much interested in library training for China and suggested cooperation between libraries, including an exchange of duplicate books. As a matter of fact, libraries in Peiping have already begun some cooperative work. They have published a union catalog in three large volumes and have introduced an interlibrary loan system.

The National Library of Peiping has even gone a step further. It has not only secured the cooperation of other libraries in the country but also of foreign libraries. By special arrangement with the Columbia University Library in New York two members of the staff have been sent over for further training. An exchange of librarians has been arranged with the Prussian State Library; for the present year, Mr. Walter Simon, of the latter library, exchanges with Mr. Yen Wen-yu. It is hoped that this plan may be adopted by other European countries. Eighteen of our graduates are at work in Peiping at different libraries and I was given an opportunity to address them and to enlist their help in making our work a success. In response they offered us a scholarship, to be called the Wood Scholarship in honor of Miss Mary Elizabeth Wood.

I next visited Tientsin, where I saw three libraries. The Nankai University Library has a fine building with a steel stack, given by a Chinese scholar. The department of economics has developed a workable collection on this and allied subjects.

The Library of the College of Education for Women, though inadequately accommodated, is well maintained. Every space has been utilized to the best advantage and the books are well used both by students and staff.

The Peiyang University Library is under-staffed. The library building is very dark and unattractive, which is not conducive to good results.

My next stop was Tsinan, the capital of Shantung. This is another hopeful spot. It is fortunate that this province has at the head of its government an earnest, honest and hard-working military man, Han Fu-chi, who is trying to introduce efficient and decent government and is making numerous reforms. Shantung is not a rich province but because of the General's attitude toward education, it has maintained a university in addition to its school system. Its interest in libraries is well known. The Shantung

Provincial Library has most valuable collections, including a complete manuscript of the Buddhist scriptures. Recently the librarian, Mr. Wang Hsien-Tong, secured from the Mai-yen Kuo Library a collection of twenty kinds of rare books which are real treasures. He has also paid much attention to the collection of old bronzes, tablets and rubbings and he has a museum in the Library where archaeological collections are exhibited. About a month before my visit to his Library, he had obtained another collection of fourteen kinds of bronzes and earthen-ware which had been excavated from a place not very far from the city. These were thought to have belonged to the Chow Dynasty before the time of Christ. Mr. Wang has planned a new building for his Library and has already in hand $50,000. When he has raised another equal sum, the provincial government will give him a third amount, making $150,000 altogether. This Library has a beautiful location in a park on the shore of the famous Tai Ping Lake. Library work in this province is quite active, especially in the so-called People's Libraries. A three-day conference of the librarians in the province had been held here just before my arrival.

The Augustine Library of Cheeloo University has also received part of the Hall Fund, the interest of which is used for the purchase of books. The Chinese collection is not under the charge of the librarian but under a Chinese department head.

The Shantung University in Tsintal was the next one that I visited. The dean acts as librarian. I was introduced here to the mayor, Seng Hung Nieh, who was quite different from the usual official type. He told me that he had planned to erect a library for the municipality in the near future.

I then went by boat to Shanghai, where I talked with President Pott of St. John's University about the problem of library training. I then visited the Low Library, which is efficiently run. The catalog is well made, book orders and periodical renewals are attended to systematically and the cards for Chinese books are neatly written. The Shanghai University has now moved into its new building and has grown considerably since my last visit seven years ago. The Library is under-staffed and to make up for this deficiency student helpers are employed. A room has been set aside for the International Relation Club of the University to house books and publications given by the Carnegie Endowment for International Peace.

The Kio-tung University Library is one of the oldest college libraries in China. Mr. Doo Ding-u, its librarian, is working under great handicaps.

The Academica Sinica National Central Research Institute Library serves as a bureau of exchange for foreign publications. Mr. Kung Ming-chung, its librarian, has a difficult position to hold, as he has to know many foreign languages. Many of his exchanges are public documents from foreign countries, to catalog which requires an accomplished linguist.

The Science Society Library has a new building only three years old, erected in memory of one of its founders. Much floor space in this building seems to have been wasted, but its collections on pure science and its files of rare technical journals are valuable.

The Bank of China has also a Library, which is primarily for the use of its staff members, especially for its research department. A rich merchant, Yeh Hung Yin, has given $1,000,000 for the erection of a building and has instituted a board of trustees. The Library when built is to be called the "Hung Yin Library."

Hangchow was my first stop after Shanghai. Much progress in library work has been made here. Historically it is the center of culture because the Wen Lan Kuo, one of the seven world libraries in China financed by the Government, is still regarded as a Library of valuable collections.

The Checkiang Provincial Library has a fine new building which is quite imposing and with its massive pillars resembles some of the American libraries, but the ceiling is too high and the light coming through the high windows will strain the eyes of readers and of the library workers especially in the catalog room. In the stacks the sun's rays are admitted through high windows directly to the books, which is not to their advantage. Two charging desks on the same floor, one for books and the other for periodicals, seem unnecessary. The librarian, Mr. Chen Shun-chin, is most active and has sent traveling libraries to launches running on the Chien Tong River for the use of their passengers. These libraries are sent also to some public institutions. The Library has undertaken compilation work and also publishes a monthly periodical.

The Hangchow Christian College Library is a new building, completed a year ago last June, on a beautiful site commanding an extensive view. I had only a hurried visit with the librarian, Mr. Pen, after office hours.

In Nanking there are a considerable number of libraries, all good. The present Library of Ginling College for Women housed in a building where classes are held, not suitable for its use, maintains an open shelf system, which makes administration difficult unless there is adequate supervision. The Library has numerous student helpers who do routine work. I learned that some of these difficulties would be eliminated when the Library moves into its new building, which is almost completed.

The Library of the Military Officers Academy is a fine new building of three stories. It is much used and many books are borrowed for home use. This Library does some publicity work and assists its readers in many ways.

The National Central University Library has undergone reorganization since the installation of the new president, Mr. Lo Chia Lun. More books may now be borrowed at one time and kept for longer periods and the Library is kept open for longer hours for reading and reference. Dr. John Kwei is the librarian. The Library has already outgrown its stack-room and a plan for enlargement has been made and will soon be put into effect.

The University of Nanking Library, under Dr. K. C. Liu, is constantly growing and its work is flourishing. It has an income from the Hall Fund amounting to $50,000 for the purchase of Chinese books and other books on social science with reference to China. Dr. Liu, with two of his staff mem-

bers, is offering courses in library science. Mr. S. Y. Li, also a trained librarian from America, has charge of Chinese and foreign books with the Hall Fund for the Research Institute of Chinese Studies. The University has an unique collection of books on Chinese agriculture. Its collection of works on topography ranks second in the whole of China. Mr. Wan Kuo-ting is the librarian of this special Agricultural Research Library, which has issued some notable publications.

The Library of Chinese Studies is solely for the use of Chinese scholars and is not intended for the public. An admission fee is charged for the use of books. Books printed in the Sung, Yuan and Ming Dynasties, as well as manuscripts and other rare works, are to be found here. The librarian, Mr. Liu Yih Mou, is a Chinese scholar. He and his assistants are now compiling a catalog of reprints with analytical annotations which will be most useful when completed. The annual reports published by this Library contain many articles of value.

The National Central Library has been newly established under the auspices of the Ministry of Education. It is hoped that it will become a reference library for the new capital, as the National Library of Peiping is for the old. Its librarian, Mr. Chiang Foo-chung, has made a special study of the continental library system, spending two years in Germany. He has contracted with the commercial press of Shanghai to have a certain number of copies of the four departmental collections reprinted, hoping by exchange of this monumental work with foreign libraries that his own library will become national in fact as well as in name.

The Central Political Science College Library, well administered by its librarian, Mr. Hung Yu-fung, has a notable collection of works on political science and is especially rich in material regarding Sun Yat-senism.

The Ministry of the Interior maintains a library of some note. The collection of books on topography is the third largest in the country. The Chinese copyright law requires that two copies of all Chinese publications should be submitted to this Ministry and that of Education, but, unfortunately, this library is very inadequately housed. The Ministry of Foreign Affairs has another good government library. Search for material in answer to request is made carefully and often occupies many days.

From my casual observation on this tour of inspection, I am pleased to find that China has made great progress in library work in the last five years despite the crisis through which the country is passing. Practically every institution of high learning has a library with a collection of books of some note. Learned societies have not only libraries but separate attractive buildings to house them and their collections, as a rule, are valuable. Scholars and educators take great pride in the libraries belonging to their respective provinces. Men of wealth have found that good use can be made of their money by founding libraries. The Government, as indicated above, is establishing libraries for its various departments and laws have been passed to reward those who establish libraries with private means. Library periodicals issued by individual libraries, in addition to *The Library Science Quarterly* published by the National Association, have sprung up like mushrooms. These are hopeful signs but there are other forces preventing library growth, which I will indicate briefly as follows:

1. College authorities often intertere with the administration of their libraries and these are not infrequently forced to employ staff members whose work in other departments is unsatisfactory. There is often pressure to employ incapable relatives or friends of faculty members. The library is sometimes placed in a department under a dean who is unfamiliar with library work and the library suffers in consequence.

2. There is often lack of appreciation of the library services on the part of the teaching staff and too much routine work is required before books can be cataloged and placed on the shelves.

3. Professors, especially in the Chinese Department, fail to observe library rules and the librarian is unable to enforce them.

4. All orders for books, supplies and equipment for the library must go through the business department of the college and frequently articles so offered are not fitted for use.

5. There is lack of coordination between the teaching staff and the library staff in their relations with the student body.

6. In many college libraries no appropriation is made for the purchase of books for the librarian's reference shelf.

7. There are too many untrained assistants and in many cases no effort is made to instruct them in fundamentals.

8. Plans are needed for mutual aid in interlibrary loans, etc., as already in operation in Peiping and Nanking.

9. Local library clubs are needed for the exchange of ideas with a view to the improvement of the profession.

10. More training is needed for work with special collections. Students who have made a special study of geology, social science, law or medicine should be encouraged to take a course in library technic, after which they will be fitted for this kind of special service.

11. There is special need for training men and women for service in popular libraries and for the so-called "education" libraries that have been widely established throughout the country.

12. Bookkeeping should be given as a required course for students in training.

13. In large libraries, such as the National Library of Peiping, specialization has become necessary. Students in the future should have an advanced course in some special topics as cataloging, classification, reference work or public documents. For general libraries, of course, the training should be more general.

Library Education

By LOUIS SHORES

Director, Library School, George Peabody College for Teachers, Nashville, Tennessee

MANY YEARS ago Thomas Carlyle declared "The modern university is a library of books." Since that time, our "new" education has so steadily developed the declaration that today it must be restated to include every level of training from the nursery school upward. At least one of the significant trends in contemporary educational reform points inevitably to an increasingly important rôle for the library.

As librarians there can be no question that we are also educators. Our professional efforts are inextricably woven into the fabric of our school system. From nursery to adulthood our various types of libraries go hand in hand with the public school system. It is therefore inevitable that educational reform should mean far more to us than the cataloging and circulating of an increasing number of books. Indeed, it is likely that the more recent changes appearing as the result of educational experiment will involve a revolutionary conception of the library's place in the learning process.

The various steps which have led to the library's present position in our educational thinking can be traced in the history of American higher education. Almost from the start the library played an important part in the founding of our colonial colleges. Our first American institution of higher education did not come into tangible existence until John Harvard bequeathed his private library of 300 volumes in 1638. The very charter of William and Mary, our second oldest college, provided for books in 1693. But most dramatic of all was the beginning of Yale in 1701, when ten ministers deposited books at Branford and declared "With these do we found a college in Connecticut." Of the remaining six colonial colleges, Dartmouth and Pennsylvania had libraries before they had a college, and Columbia, Princeton, Brown, and Rutgers began their educational work and their library practically simultaneously. Over and over again early records refer to the fact that a college has at last evinced the right to be considered scholarly through the acquisition of a library.

For nearly a century after the Revolution the Continental storehouse tradition influenced the library's minor part in higher education, but in the decade following the close of the Civil War an awakening occurred.

This awakening was influenced by several developments, some in education and some in librarianship. In the first place, the introduction of the elective system, by Eliot, although it had been employed much earlier both at William and Mary and at Harvard, helped the cause of the social studies and increased the demands for up-to-date printed matter in the libraries. In the second place, the substitution of the multibook for the single text-book method of instruction resulted in reserve books and increased demands on the college library. At the same time, the influence of the public library movement, the American Library Association, which was just being organized, and the ideas of such librarians as Melvil Dewey, Justin Winsor, William Frederick Poole and others finally broke the hold of the Continental preservation theory and replaced it with the modern conception of American library service. As a result, an unprecedented growth in college libraries and college library service occurred. How great this sudden importance of the college library became can be indicated by the fact that Harvard's yearly rate of accessions grew to be larger than the entire original library accumulated over a period of two centuries.

A new generation of librarians took charge in our colleges. Presidents suddenly became aware of a new and active educational force on the campus. Gradually, larger and larger appropriations were granted for books and staff salaries. Accrediting agencies began to revise their absurd quantitative standards and demand that there be a definite relation between the books in the library and the courses in the college. A great Foundation invested a million dollars in developing the libraries of some eighty colleges and sponsored the preparation of a basic list of books. Educators, aroused more and more by the diatribes directed at the American college, called even more heavily on the library as the foundation of all their reforms. Honors courses at Swarthmore, autonomous courses at Antioch, tutorial system at Harvard, preceptorial scheme at Princeton, new plan at Chicago —what do they all mean but greater emphasis on learning through reading, more library and less classroom attendance. Of 128 college reforms now in progress as listed in a recent yearbook, by far the vast majority center around the library. Can anyone doubt the inevitable outcome of all this? Our education of the future is to be a library education!

One could go on and trace a parallel for every level of education: our junior and senior high schools, our elementary schools, yes even our nursery schools where picture books and pop-ups become an increasingly important vehicle for learning. Our educators are becoming library-conscious and our newest education promises to be a library education.

Listen to the words of that international scholar, Sir John Adams, professor of education in London, Harvard, Peabody and California. One of the most significant articles ever to appear in our professional literature, was written by this noted English educationist for *Libraries*[1] and entitled "The Library as

[1] Adams, Sir John. "The Library as Integralist." *Libraries* 31:196-99.

Integralist." Before representing the article's thesis it might be well to say something of Sir John Adams' theory of integralism. To a higher education symposium published about the same time, the eminent English scholar contributed his point of view, which emphasized, among other things, that we have too many subjects in our curricula, too much knowledge division, and too little synthesis. The great educational need, he thought, was for a synthesizing agent in our schools, an instrument which would correlate and unify the knowledge we now parcel out in an infinite number of courses. He cast about for such an agency and finally suggested the English teacher as the one best fitted to assume the responsibility of integralist, principally because the English language is the common denominator for all courses. This was just a suggestion, however, apparently for the occasion, because upon reconsideration he chose the librarian. His reason for the second selection is "The library offers the natural center for unification of school work." He continues in his article on "The Library as Integralist:"

"The integralists and totalitarians are now on the outlook for some more wholesome method of attaining unity, and they might do a great deal worse than turn to the school library. Here we have the seat of the school soul, the natural center of school unity, the meeting place of all the more or less conflicting claims of all the school subjects. Here, all the faculty, specialists included, meet on common ground."

Just how this integralist ideal is to be attained in the school library is not more specifically indicated than in the following paragraph:

"When it is suggested that school librarians should be scheduled among the teaching faculty, their special subject being *Books*, it is clear that we are working on distinctly integralist lines. The proposed arrangement would help greatly in unifying the school activities. The school libraries would be liaison officers among the specialty teachers, and between all the teachers on the one hand and the library staff on the other."

This implies the possibility of supervised reading periods to replace at least some of the recitation classes. It suggests further that each teacher shall bring her class to the library for instruction in reading and the use of the library. Is not the implication much more however? Will not these teachers of English and history and science and other subjects need a training which is not included in their present equipment? In short, will not the "new" education with the library as integralist involve library training, possibly an adjusted professional course, for every school and college teacher?

On the surface this appears to be a preposterous suggestion. From one standpoint, it is difficult enough in most cases for a school to provide for the services of even one trained teacher-librarian. How much more difficult will it be to get trained librarians for every teaching position? From another standpoint, it has always been considered objectionable to divide library responsibility among many teachers rather than to centralize administration with one trained person.

But consider the point, that primarily our education is a book education; that the fundamental tool in our learning process is reading. This has been demonstrated forcefully by the Pressey experiments at Ohio State where low academic grades by Freshmen have been traced to inability to read properly and to use a library efficiently. The fact remains that the library is the laboratory for virtually all of the high school and college studies, and books are the essential media for imparting knowledge. Shall we then permit our teachers to go on teaching their subjects independently of the means whereby knowledge in those subjects is acquired?

The present paper wishes to do no more than to raise the questions, shall the library be the integralist for the school and college? Shall our education of the future be a library education, the kind of education which reflects the inevitable trend? If so, our teachers must be library trained. The educational library must become more nearly the cooperative responsibility of the faculty as a whole. There are serious objections to library education, but there are also many advantages. While it may appear that the librarian as such is disappearing, actually the librarian will be raised to a higher professional level. Library education will mean that the librarian's job becomes less clerical and more truly educational. It will mean further a more active participation on the part of the librarian in the learning process and the elimination of those barriers which exist because of the librarian's exclusion from the teaching faculty. It will mean that library schools will no longer accept candidates who could not and would not teach (failures in the teaching field) for the semi-professional or clerical job of library housekeeping. I am not disparaging mechanical tasks that need to be done in the library. But there is no reason why a highly trained and salaried person's time should be wasted on routine that can be performed by student or clerical help under supervision.

In short, I am inclined to look upon the librarian as primarily an educator, a faculty member who can meet other teachers on common ground and contribute to what is obviously a library education not only knowledge in a chosen subject field, but also guidance in a command of the fundamental tool of reading. It is this reading equipment which is the integrating factor of our education and the integralist can be neither teacher nor librarian; the integralist must be every library-trained teacher. In short, this paper is suggesting that the "new" school will have neither classroom teachers nor school librarians; it will have only library-trained teachers.

"But the hours of leisure should not be hours of idleness; leisure is one of the grandest blessings, idleness one of the greatest curses—one is the source of happiness, the other of misery. Suppose a poor man has for a few days no work, what is he to do? How is he to employ his time? If he has access to a Library it need no longer be lost."

——From *The Use Of Life*
By Sir John Lubbock
Macmillan. 1894.

Employment Recovery Through Books[1]

By ELIZABETH CARTER

Readers Adviser, Jacksonville, Florida, Public Library

AS WE all know in the late somewhat dislocated years between 1930 and 1933 the working man discovered books. The range of his wants was wide and tended to the factual. He wanted facts and we pursued facts. We assembled many printed pages on city milk plants, mushrooms, goldfish, potato chips, glass, Fuller's earth, turpentine, puppies, gas turbines, rabbits, water turbines, rosin, pretzels, compressed air, small steam plants, essential oils, patchwork quilts, petroleum, placer mining, tea room management, and small saw mills. Nor were these wants to be satisfied by one or two books on a subject or any mere flurry of government documents. "My husband wants to read everything he can get on petroleum while he has time." Many husbands seemed at that time to be similarly inspired.

Now that recovery is on the way the demand is not greatly lessened and in some directions has increased, notably in dredging, excavating machinery, land drainage, needlework for projects, secretarial practice and books on handling men. Books that offer definite help in re-employment problems fall roughly into two classes: those that deal with vocational choice, the technique of applying for a job, and the description of different occupations from a vocational standpoint; and the large groups that go in that omnibus division, the 600's. These last named books were overworked at all times during the depression. The monotonous report of "out" was standard for Diesel engines, refrigeration, and aids for airplane mechanics.

The technique of the job also suffered major inroads. Within the last month we have been trying the plan of keeping all books on vocational choice, descriptions of occupations and anything pertaining to the pursuit of jobs in one corner of the open shelf room where the job patron may sit down and explore at his leisure. All books mean of course all those reasonably up-to-date and not too much given to remote phraseology. A few of the more readable works in adult education are added like *Why Stop Learning?*[2] and the rather stuffily titled—or must I say entitled?—*Road to Culture*.[3] Dr. Burton's *Why Do You Talk Like That?*[4] has been recently added experimentally, though its wealth of allusion, and pre-supposition of cultural background may in a measure alarm that shyest of library prospects the middle-aged man who has read nothing but newspapers since he left school to go to work. This corner is however greatly frequented by the young, looking into the mysterious and thrilling world of the real job that glitters on the horizon of senior year in high school. Most of these boys and girls are not going to college, but in highly civilized reading they are full of delightful surprises. One red-haired boy who runs an elevator in a department store spoke with the most candid enthusiasm of Cyrano. A tall lad one day presented words written in very pale pencil on the so limited vacant spaces of a chewing gum wrapper. "Zane Grey or Edgar Wallace" thought the reader's adviser peering at the dim huddle of words, but the book was *Work, Wealth and Happiness of Mankind*.[5]

To return to the fully adult man and re-employment, a commendable subject heading for the catalog would be Jobs, with subdivisions, Jobs, Applications for; Jobs, Choice of; Jobs, Training for, see also Apprentices, etc. This would encourage the unconfident reader immensely and make him feel in a more familiar world. The timidity of new library members must have struck every worker in direct contact with readers. They are afraid they are taking too much of your time, "putting you to too much trouble"; they look on the catalog as an alarming contraption, not quite likely to explode but only to be used by the initiated.

The young, however, who seem to be invading this topic, where they do not belong, are treated to a Spartan discipline. They are marshalled to the catalog and shown on each occasion how to use it. An expert public is being prepared who will look on card dictionaries as no mysteries but mere tools, and humble ones at that.

In the same corner with the "job" books is kept a file of the city's educational opportunities, evening classes, part time school, university extension lectures, and the catalogs of accredited correspondence schools.

Probably all librarians would agree, if it came to the last and worst—a questionnaire, that in occupational books nothing is quite so good as Platt's *Book of Opportunities*[6] in the 1933 edition. No opportunity is lost. The new edition is much improved by doing without the lifeless and fatigued humor of Willy Pogány's drawings and some other superfluous features. The arrangement of the book heightens its usefulness and interest. Each major division is followed by "What to Read" and "Where to Study." The introductory essays, with their spirited and violently compressed English, might be studied as models of selection, the assembling of the significant in few words.

A book directed definitely to re-employment and a good one is *Get That Job*[7] by Robert Gebler. It is

[1] Paper presented before Annual Meeting of Florida Library Association, April 13, 1934.
[2] Fisher, Mrs. D. *Why Stop Learning?* Harcourt. $2. 1927.
[3] Shaw, C. G. *Road to Culture*. Funk. $2. 1931.
[4] Burton, R. *Why Do You Talk Like That?* Bobbs. $2. 1929.
[5] Wells, H. G. *Work, Wealth and Happiness of Mankind*. 2 vols. Doubleday. $7.50 set. 1931.
[6] Platt, R. *Book of Opportunities*. Rev. ed. Putnam. $3. 1933.
[7] Gebler, R. *Get That Job*. Stokes. $1. 1932.

no doubt in most libraries and is excellent in its field which is purely business. Apparently music, painting, story or stage do not exist for this vocationalist, or the vast new fields that have opened in recreational work and broadcasting. The young girl who formerly studied stenography or nursing is now often found supervising an unruly group of children in a playground or exercising her young ingenuity in games and pageants.

Selling Your Ability[8] by T. S. Knowlson, a book of 1933, is useful for older men out of work. There are excellent chapters on "Employment Problems of Middle Age," "Handling Yourself at the Interview" and "How to Answer Help Wanted."

Find Yourself[9] by David Cohen was first given as broadcasts, and has the readable quality of radio books. The broadcaster must be understood and that readily and his pages are usually clear and brief. *Courses and Careers*[10] by Ralph Gallagher includes many of the overlooked ways of making a living, practical arts, hotel workers, etc., but even in this book of 1930 there is no mention of hostesses, either for hotel or airship, nor of community recreation nor of playgrounds.

Sometimes we are inclined to think Pickard's *Your Job*[11] is the most helpful book of all. Taking the reverse side of the *Book of Opportunities*[6] it emphasizes the technique and qualities that mean accomplishment for any worker in any position. The chapters on locating an opening and the employment interview almost make one want to start out and give this technique a sporting test.

Vocations in Industry[12] by Lane and *My Life Work*[13] by Cooley, Rogers and Belman hardly need mention for descriptions of industries and the part that each worker takes in them. Kitson in *How to Find the Right Vocation*[14] emphasizes the psychology of vocational interest and has fun with the handwriting expert, character analyst, phrenologist and other dubious aids to decision.

In connection with business books there is a large related group of practical grammars, books on pronunciation and vocabulary builders the demand for which, always steady, rose sharply in 1930 and shows no signs of abating. Two books in the "Reading With a Purpose" series, list 35, have been found particularly helpful for adult students who look with suspicion on a text-book and with aversion on anything that looks dull and difficult. These are *Grammar to Use*[15] by Lewis, and O'Rourke's *Self-Aids.*[16] *Rapid Guides to Good English*[17] published by Van Nostrand in six volumes is among the most successful of all grammatical aids for grown people. They are attractive, likable books that do not make heavy weather of the educative process and capture the interest of the questing adult reader at the first glance. Two are by Peter B. Ward, three by Charles Anderson and the *Guide to Effective Speaking* by A. W. Riley, debating coach at Columbia.

Where a spark of intellectual curiosity is to be seen in the enquirer, a good suggestion is Martin's *Meaning of a Liberal Education.*[18] This will aid in every sort of recovery, cultural, industrial, psychological and social. With that other classic of creative education, *The Mind in the Making,*[19] it serves to put life and the joys of self-direction in those who are digging their own way through books that require effort and concentration after a day's tiring work. And perhaps through a glimpse of what civilization could be to counterbalance the formidable domination of the technical, the worship of the unsocialized fact.

[8] Knowlson, T. S. *Selling Your Ability.* Putnam. $3. 1933.
[9] Cohen, D. *Find Yourself.* Sears. $2. 1932.
[10] Gallagher, R. *Courses and Careers.* Harper. $1.40. 1930.
[11] Pickard, R. O. *Your Job.* Dodd. $1.75. 1933.
[12] Lane, M. R. *Vocations in Industry.* 3 vols. International. v. 1. $1.50; v. 2. $2.; v. 3. $3.50. 1929.
[13] Cooley, R. L. and others. *My Life Work.* 4 vols. McGraw. $1.50 ea. 1930.
[14] Kitson, H. D. *How to Find the Right Vocation.* Harper. $2.50. 1929.
[15] Lewis, W. D. *Grammar to Use.* Rev. & enl. ed. Winston. 80c. 1933.
[16] O'Rourke, L. J. *Self-Aids in the Essentials of Grammatical Usage.* Educ. & Personnel Pub. Co. $1. 1927.
[17] *Rapid Guides to Good English.* 6 vol. Van Nostrand. $2.95 set. 1931.
[18] Martin, E. D. *Meaning of a Liberal Education.* New ed. Norton. (White Oak Library.) $2. 1934.
[19] Robinson, J. H. *The Mind in the Making.* Harper. $2.50. 1921.

The Wisdom of the Woods

Roaming a vaulted leafy hall, I view
  The redwood columns that in clouds of green
Vanish like slumbering kings to meet the blue
  Of heavens barely seen.

And, lost in worship of those lordly trees,
  I wish that man might learn such calm as they.
Vain hope! They own the spellbound centuries,
  While we have scarce today!

——From *Songs of the Redwoods,*
by Stanton A. Coblentz.
Courtesy of Overland Outwest Publications

Why The Citizens' Library Conference

By DR. E. W. SIKES

THIS CONFERENCE[1] is called to meet a need and is an effort to emphasize that need and to devise ways and means of meeting it. Furthermore, it is hoped that group action in a conference may illuminate our own minds and stimulate us to a larger realization that the undertaking is worth while.

The whole philosophy of self-government is predicated on intelligence—and especially the appreciation of leadership that incites people to worthy action. This can not be accomplished simply by a literacy limited to ability to read a ballot and write a name. To produce power, streams have to be dammed; to produce intelligent action there must be a higher level of the headwaters or background. The men who have shaped destiny were men who had this reserve power, who knew things outside of and beyond a special field. Gladstone could make a column of figures glow with eloquence, but also he knew his Homer. Disraeli could buy the Suez Canal and annex India, but also he could write *Vivian Grey*. Walters could organize and direct the Atlantic Coast Line, but also he could build up an art gallery. A more modern example would be Woodrow Wilson, J. Q. Adams, Roosevelt, or James Ford Rhodes. To meet the problems of our present day civilization leadership requires readiness of comprehension, acumen, and understanding. We do not yet have this standard of requirement in the selection of the men into whose hands we intrust our social, economic, and political welfare.

Our purpose is to drive home the importance of books, of a collection of books, and of good books, of the inexpensiveness of good books, and to stimulate a desire to read them. The ancient Stoic philosopher and author, Seneca, said: "leisure without books is death". A modern philosopher paraphrases it by saying: "leisure without bridge is death".

That pupils will read books has been proven by demonstrations put on in several counties in South Carolina and many demonstrations in other states. To read is the only way to cultivate the desire, the will, or the habit of reading. The same rule applies here as does in new food products. Free samples are given away to create the desire.

We decry the fact that our people are not a reading people. We forget that they have not had access to books. We have no right to indict them till they have had the chance. We do not condemn those who lack the Christian standard when they have never heard the Gospel. Then let us first place books within the reach of people.

Furthermore, we must realize that different books, like speakers, make different appeals. To whom would Einstein's lectures on relativity appeal or Newton's celestial mechanics? Different age, different mental development, different social and economic environment call for different books. Guidance is needed here. It pains me to hear the preacher complain that parents do not require young children to attend church service when the preacher himself neglects them in his sermon. They would be his most responsive hearers if he would but consider them. So it is with books. Certain types of books appeal to young boys and girls, and it is generally the heroic. Suppose it is the wild western type! Let them read them. Once they acquire the reading habit they will demand something different.

Some books are read simply for entertainment, others for information, and others for inspiration, and some for the pure pleasure of reading. All these are good and one will lead to the other. Accessibility and adaptability call for guidance. The Travelers Association places Gideon *Bibles* in hotels. The results have been such that they feel justified in continuing this work. This is a demonstration of accessibility. To make books available and adaptable it is necessary to build up a favorable local sentiment. This favorable local sentiment needs the stimulus of an outside activity, hence the necessity for state cooperation with the locality. Agricultural research and extension represent the cooperation of federal and state activities. What is needed in South Carolina is the cooperation —the financial cooperation of the state with the county and municipality. Libraries are too often regarded as luxuries. We must come to feel that a library is not a luxury but a utility. Many people in South Carolina, even leaders, still believe that education beyond the rudiments of the three R's is only a luxury. So long as that sentiment prevails the state will never reap the harvest that general intelligence yields. So long as we believe that a few years of formal schooling will fit a people for citizenship we shall be backward. So long as we believe that education consists of acquaintance with tools of education only, we shall not produce a worth while citizenship. Real culture in the broad sense begins only after the mastery of the tools.

The keynote of this conference is the worth whileness of adaptable books available for every class of people in South Carolina and how to secure them. The goal is to make a people more appreciative of what is best. Medieval universities were nothing more than an assembly of scholars to lead the educational life just as monks gathered in monasteries to lead the religious life. Socrates, the greatest educator of ancient times, gathered his pupils around him year after year. At the same time the pupils followed their vocations. That was genuine adult education. In our modern institutions we have introduced so much formality and professionalism that they have come to be regarded as places where there is much teaching and

[1] South Carolina Citizens' Library Association, held at Clemson College, January 4-5, 1934. Dr. Sikes is President of Clemson College.

but little studying, and not as places where the educational life is lived.

In the Americanization of our people we have lost much of the spiritual and intellectual manners and customs brought over. We have in our cities large universities manned by brilliant scholars, but how little of that knowledge and atmosphere escapes over the walls into the city streets. Thousands in New York will block the streets to see one who has swum the English Channel, or to see the King of Siam. Given sufficient newspaper publicity, throngs will gather to witness any "Lady for a Day". Until knowledge percolates beyond the formal we can not hope to improve. In a democracy education is controlled by public sentiment, by persons such as trustees, legislators, and moulders of public opinion. A fatal blow to education is made when it is controlled or directed by men who have ceased being educated themselves, whose education has ended. Until the people who administer affairs come to realize that education is a continuous process there is little hope for worthy achievement. Years ago Huxley said that people had a great capacity for being, doing, and suffering, and that for lack of education they suffered and perished.

Library Service For Rural Folk

Needs and Benefits as to Vocational, Cultural, and Recreational Reading

By A. B. BRYAN

Agricultural Editor

IF WISE old Francis Bacon was right—and he was—in saying that "Reading maketh a full man", then the average man in South Carolina is unquestionably a rather empty man—with only .18 book as his share of reading and a book circulation of only .63 book to his credit, and this only in those communities having some form of public library service. Only nine states had in 1926 lower book provision than South Carolina—barely one-sixth of a volume per person.

Contrast these figures with those for the United States as a whole, the average book circulation per person in the United States being 2.13 books; and with California, which has a circulation of 7.33 books per person. Then read the motto of the American Library Association—"The best reading for the greatest number at the least cost—free books to every man, woman, and child who desires to read"—and you need no further reason for the calling of the citizens' conference on the library needs of South Carolina. With only fifty-six libraries in the state, many of which cannot in any real sense be called public libraries, the state has no library service worthy the name, for in 1930-31 only 39.6 per cent of the people lived in library areas, and many of these get no service from the libraries.

Urban-Rural Inequality

If this contrast shows South Carolina's general needs as compared with the average, the best, and the ideal, let us see for a moment another contrast showing the inequality of library provision in South Carolina between the urban and the rural populations. Data reported in Miss Mary E. Frayser's *Bulletin* 292, The Libraries of South Carolina, published by the South Carolina Experiment Station, show that while 94 per cent of the state's 371,080 urban residents are within reach of some sort of library service, only 25 per cent of the state's 1,367,685 rural residents live in areas served by public libraries. In other words, 1,023,263 county people in South Carolina have no access to the educational, cultural, social, and recreational benefits of public libraries.

Five counties, Miss Frayser's *Bulletin* shows, have county-wide distributing service, Greenville, Richland, Charleston, Dillon, and Laurens, the first three of these five having full service and the other two limited service. Eighteen counties have libraries which serve only that part of the people living in the service area, and some of these eighteen libraries are attempting some service to rural people. Then there are thirteen other counties with small local book collections serving only 14 per cent of the population. That leaves about a dozen counties whose people are without access to any sort of library. And so we return to emphasize our statement that only 25 per cent of the state's rural people live in areas served by so-called public libraries, and add that many of these 25 per cent do not really get any library service.

Here then we have our first answer to the query—Do our rural folk need library service—and we see why Miss Frayser declares in her *Bulletin*: "It is hardly worth while to teach people to read if good reading is not made available to them."

Rural Needs For Reading Urgent

We have in American farm life today a most unfortunate sequence of causes and effects. Farmers do not make a better living partly because they do not farm more intelligently; they do not farm more intelligently because they have not better education toward the science and art of farming; they have not this better education partly because they have not been successful enough to spend money on their edu-

Paper presented at South Carolina Citizens' Library Association, held at Clemson College, January 4-5, 1934.

cational needs. Chief among these needs is that of study of current and new ideas in the now complex business of agriculture. So the first urgent need for rural library service is the vocational need. County farm agents and other agricultural workers bear me out in this. They report that many farmers are not sufficiently informed on the farm facts needed for success, that many others are not able to grasp and apply new ideas because their minds are not trained and accustomed to working out facts and ideas into practical application.

Not only do we need to give the right vocational reading to the boys and girls who are to be the men and women of tomorrow, but we need to make accessible this vocational reading to grown men and women. Certainly you can teach old dogs new tricks and certainly you can give these old dogs new delight and new lease on life in working their way through new ideas and methods in their wonderfully complex occupation of farming.

In my own work of handling agricultural publications and news for the benefit of farmers, it is almost daily evident that farm folk need more general reading to develop the tendency to use their minds on the strictly agricultural literature they receive. If farm people were more inclined to read for ideas and would therefore ask for and profit by the information published by agricultural colleges and the United States Department of Agriculture, farming today would be vastly more advanced than it is.

A Cloud Of Witnesses

Here is some telling testimony from various sources —a cloud of witnesses that farm people not only need but want more vocational reading to help them toward better farming and better living.

Some years ago when the Extension Service made annual exhibits at the State Fair, I prepared a Farmers' Five-Foot Book Shelf, with books and lists on display of some of the best and most suitable books on various phases of agriculture. Hundreds of farmers scanned those fifty books with eager interest, asked scores of questions about the books, and took the lists for possible purchase of some of the books.

Also in those State Fair exhibits I had each year across the booth front a big streamer which declared —"The Reading Farmer is the Leading Farmer". This arrested attention and stirred scores to stop and ask for farm publications; and the remark of one farmer to me is typical—"I reckon you are right; us farmers don't know enough and don't read much, but lots of us haven't got much to read."

Now hear what various farm agents and others say.

A county agent who has had wide experience in boys' club work reports: "When I ask youngsters why they don't read more, they say they don't have anything to read."

A farm agent from the Pee Dee, quoting the slogan—"The reading farmer is the leading farmer" —declares that "farmers who read get the facts and ideas and are ready to cooperate in putting across new ideas and methods."

A Piedmont farm leader asserts that "a free county library service would be a boon to country people for information in farming and home-making, for general culture, and for recreation."

"Access to any material bearing on better farm and home methods is unusual," says one county agent. "Yet they need reading to acquaint them with what others are doing, better methods, etc., that would help make them more contented with farm life."

"I like to read everything I get even though I can't put it into practice for lack of money," says one farm woman to a home agent.

From one county comes the statement: "The school library is quite small and the books are almost worn out."

A farm woman from Orangeburg says: "I find reading in our family a panacea for many ills. My children say often they wish there were a library so they could get books for summer reading when they have more time."

And here is a final testimony from Greenville county showing rural reading needs and how these needs are actually being met through the service of the Greenville County Library. Miss Julia Stebbins, home demonstration agent, says:

"In my experience with farm women, I find that they are not only anxious to get books for entertainment, but devote a lot of their time in reading books along the line of our work. Numerous groups of home demonstration women in the county who are willing to use a set of books from the Public Library, are allowed to take these books, and circulate them among the women of their community. Quite a number of the clubs that I have organized are using this method of getting library help. I consider that the free library service in Greenville county has been an inestimable benefit to the country people, educationally, socially, and in better home-making and farming."

Secondly, with adequate library service would come eventually a development of the reading habit and with that would come greater interest in the phases of country life that are collateral to better farming for greater profits. Think of the wide benefits to our rural civilization—some immediately profitable and others toward general enrichment of life—if and when farm people read and learn more of the botany of trees and plants, of landscaping, of home sanitation and health, of elementary chemistry and geology, soil formation, and scores of such things.

Better Rural Leadership

In the third place, the present lack of intelligent leadership in many country communities would be at least partly remedied with better library service, for potential leaders would then be able to gather information and prepare themselves. Thus Granges, community clubs, parent-teacher clubs, home demonstration clubs, boys' and girls' 4-H clubs, and other groups would have better programs, would hold their membership better, and would make better progress. So, too, country teachers, preachers, and other such leaders with free access to suitable reading will become more capable leaders of rural people. In short, these leaders and the people with whom they work would be much better off if they had easy access to

the facilities of good public library collections of books.

Good reading for rural homes, in the fourth place, is not merely for utilitarian training of old and young in the occupation of farming and home-making and in collateral education. There are other gains; such as rebuilding rural home life around the family circle with suitable books for all, and the holding of boys and girls to the ideals and desires of country life and thus assuring many of them as successors to their elders on the farm. In both old and young, intelligent meaningful work and activity loses most if not all its drudgery, farm routine is less burdensome, and planned farming brings satisfaction of successful accomplishment. Farm life must be more meaningful and more joyful when farm people know their soils, their plant life, their birds and animals in relation to the wonderful laws and facts of Nature.

Reading For Fun

A final need which I shall mention for library service among country people is reading for fun; that is, reading for recreation and entertainment. Reading for recreation will fill many hours and days for country people when they have real library service. The use of leisure is more of a problem sometimes in country homes than it is in town and city homes. For the farm homekeeper particularly and for the young boys and girls especially in vacation time, a good book is a double blessing—it fills the vacant hour and it fills the vacant spirit. And even for the toil-weary farmer an entertaining book is often an absorbing joy, which takes him out of his toil-weariness and diverts his mind for a time from the routine thoughts of farm problems.

It is significant, furthermore, that reading for recreation spells more than recreation, for in young (and even in older) people it helps to build character, to deepen imagination, to broaden vision; in mature adults it helps to crystallize ideas, to call forth new ideas, to see new relations of life, to arouse dormant powers—in short, "Reading maketh a full man." Who more than our rural people need to have these blessings?

Efficiency And Satisfaction

I think now that I shall sum up and conclude in these statements:

Efficiency (which spells good living) and satisfaction (which means a wholesome worth while rural life) must be the keynotes of successful farm life of tomorrow.

Education is an important factor in efficiency. Cultural improvement is an important factor in satisfaction.

Sufficient, suitable reading is an important factor in both education and culture which make for efficiency and satisfaction.

Hence the value to rural people of an adequate library service. Andrew Carnegie's great gift to humanity in America has so far not reached all the people, and a way must be found to extend that gift to every rural nook and corner.

Theodore Roosevelt once said: "After the church and the school the free public library is the most effective influence for good in America."

Franklin Roosevelt has recently said: "If I were asked to state the great objective which church and state are demanding for the sake of every man and woman and child in this country I would say the great objective is 'a more abundant life'." May I add that an important part of the "New Deal" which we may help our great President to give not only rural people but all the people through adequate library service is this "more abundant life".

Books

May I have books, although my purse withhold
More transient luxuries! Books new or old
With wisdom fitted to the eager mind
Like glove to hand. Books of the singing kind
Whose words cascade the soul, and span the sky
With spirit rainbows. Books of love and life.
Books like a mirror, that can turn the knife
In wounds of self-esteem, and books that bring
Far corners of the earth to me, and swing
High doors to strange adventure. Books that dream
Of lovely hidden things, like a still stream
Sun-dappled, with wild violets on its shore
Or gentle ways some long-dead lady wore.

Ah, so companioned, it is good to live!
What greater blessing could the good God give?

—ANN HAMILTON WOOD
In *The Step Ladder*, May 1934

THE
LIBRARY JOURNAL

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Editorial Forum

Newspapers On Films

"NEWSPAPERS ON FILMS" is a title which will attract the keen interest of the librarians of all college, university and reference libraries. They will follow closely the experiment in photographing newspapers onto film now being undertaken by the New York Public Library and reported elsewhere in this issue by Mr. Karl Brown. Anything which will at the same time preserve permanently the information on perishable newsprint paper, eliminate the high cost of binding newspapers and save the vast amount of expensive space needed for storing them in book stacks is of great importance to librarians. In addition, the outstanding newspaper publishers will be interested, especially those who print rag paper editions for libraries.

One word of caution should be interjected here. Of course no library should ever allow any cellulose nitrate film (the standard motion picture film) in its building. It is highly inflammable and even explosive. A tiny spark of static electricity is enough to ignite such film and start a serious conflagration. All municipal ordinances forbid its use in any public building outside of metal booths or fire-proof projecting rooms. The cellulose acetate or "safety film" is very slow burning and is permitted by most municipal codes without restriction. Every librarian considering the use of film should assure himself upon the requirements of his local code.

Closely allied to the problem of recording and using newspaper films as described by Mr. Brown is the problem of properly caring for them while they are not in use. In a hot, dry room deterioration of the film itself is very rapid and serious. In a cool and humid place the film is believed to be imperishable. Of course every film should be kept in a metal container. The Eastman Company provides metal cases for a single reel with a humidor pad on the cover of the box. A few drops of water placed on the pad every few months will provide the necessary humidity when the film is not in use. If opened often, of course the pad must be moistened more frequently. They also provide carrying cases, with a humidor pad on the cover, to hold several of these individual containers. If reels of film are to be shelved on ordinary book stacks some means of supplying humidity must be provided if the films are not to suffer. But all of these methods fail to control temperature.

The ideal way to protect films is to store them in a cool, slightly damp vault. For this purpose a vault built against a basement wall or even just outside the wall with access through a metal door in the wall would be most excellent. Kept under such conditions films will suffer no deterioration at all. At least once every five years they should be unwound and wiped with a cloth dampened in carbon-tetrachloride and then rewound. This is the best method of removing dust and any sweating and also of cleaning the film.

We sincerely hope that the New York Public Library experiment will prove satisfactory and economical and that it may open the way for many other libraries to build up film copies of the more important newspapers.

——EDWARD A. HENRY

Progress In China

NEWS FROM CHINA in recent months has been largely that of battle, murder and sudden death. It is a relief to read such an account of progress in an intellectual field as Mr. Samuel Seng, the head of the Boone Library School at Central China University, Wuchang, gives in his report on the condition of Chinese libraries, which we print on another page. This report was rendered to the Chinese National Library Association, which suggested and financed the survey that made it possible. It will be remembered that Mr. Seng's library school and the Boone Library of his University, to which it is attached, were both established by Miss Mary Elizabeth Wood, whose labors in behalf of Chinese libraries are well known to all American librarians.

——ARTHUR E. BOSTWICK

Poignant Heroism Of Public Libraries

"ACROSS THE CONTINENT during the Depression people have sought and found not only solace in books but material guidance," states L. H. Robbins in an article entitled "America Carries On With The Library's Aid" published in the May 20 issue of *The New York Times*. In this article Mr. Robbins has summarized the vast amount of information given in the June issue of *Leads*, an informal news letter published occasionally by the Publicity Committee of the American Library Association. As Mr. Robbins says: "The story told by the American Library Association report is one of courage and gameness and adaptability. It shows the plain people of the United States, and some of the not so plain ones, resolute and resourceful and not spoiled by the false prosperity of the decade before this one. And perhaps the most poignant heroism displayed has been that of the public libraries themselves as they have endeavored, under reduced appropriations, to meet the new and extraordinary demands made upon them in the national emergency."

This issue of *Leads* contains ten chapters, the titles

of which give an idea of the breadth of the survey: "When a Job is at Stake"; "In Pursuit of Ideas"; "Widening Horizons"; "The Leisure Time College"; "First Aid to the Homemaker"; "Riding a Hobby"; "Paging Omniscience"; "The Power of Print"; "When Reading is a Godsend"; and "Significant Facts and Figures." The report shows that since 1929 more than 4,000,000 new borrowers of books have registered, bringing the total count of the library public to 24,000,000, exclusive of the crowds who use the reading rooms without borrowing books. Brief stories of men and women who have used the public library as a means of preserving their morale and conquering their misfortunes are given. A copy of this number should be in the hands of every librarian and could well be used as a basis for fine local publicity.

Children's Reading

MANY QUESTIONNAIRES have at various times been issued covering a multitude of subjects in connection with libraries and their work, but rarely has there been one on the subject of children's reading and the use which children make of the library. Such a survey has recently been made in the County Borough of East Ham Public Libraries, England, with interesting results. The head teachers and the librarian decided that all the children in the Senior Schools and some from the Junior Schools would visit the Libraries during school hours for a talk on "Books and Reading" at which time the questionnaire would be distributed to be filled in later during school time.

Active cooperation from the schools was given and, when the forms were returned, 11,033 children had answered the questions. It was found that 3,898 boys and 3,604 girls were members of the Libraries and that 1,831 boys and 1,710 girls did not belong to any public library. The reasons given for not belonging to any library fell in seventeen groups of which: fear of damage to books, fear of incurring fines, fear of main roads, and fear of infection, may be attributed to parents. It seems conclusive that parents must also be educated into the library habit. Some 600 children gave as their reason: "No interest in reading" and, of course, in the minds of children's librarians these are the more hopeless ones.

Since all the items cannot be taken up, the question of the favorite book is perhaps the most interesting. The *Mickey Mouse Annual* proved to be extremely popular, while *Winnie-the-Pooh* only secured two first votes, two seconds and one third among girls of eight years of age. *Alice in Wonderland* is still a favorite with girls of thirteen years, but *Through the Looking Glass* did not share the popularity of its companion. Dickens' books were among the favorites of even ten year olds, although most of the voting was for abbreviated or retold editions. Old favorites such as *Treasure Island, Robinson Crusoe, Little Women, Peter Pan, Water Babies,* and others still hold their own, but two more recent titles were found in the listing. *Milly Molly Mandy*, by Joyce L. Brisley and *Doctor Dolittle* books by Hugh Lofting. *Robin Hood* received the most votes taking boys and girls together. The number of books specifically written for children was never greater than at the present time, yet from this questionnaire it was apparent that books which appealed to past generations are still interesting to the child of today.

A Matter Of Propriety

THE QUESTION of the propriety of library solicitation of books from authors is again raised in a recent issue of the *Manchester Guardian* by Allan Monkhouse, one of the editors of that famous English paper. He says: "The other day I saw a letter addressed to an English author who had published a book in the United States. It was a request for the gift of a book from the head of a public library. I advised the author not to grant the request. It would be intolerable if authors generally had to give copies of their works to libraries; doubtless the advantages would be rather with those that had pertinacious librarians rather than with the needy."

Such comment in the leading English journal is not complimentary to a habit which can become too prevalent. Authors have a right to feel they have made considerable contribution to society in the labor involved in producing their works, and the income in many cases cannot possibly compensate them for the time that has been involved. In their own organizations and among themselves they make caustic comment toward those who expect them to give books, for not only do they sacrifice royalties but they naturally have to pay for these books besides, their number of free copies being very limited. Libraries which have written to authors asking for free copies should consider that the cause of libraries in the public eye can be damaged by spreading among authors the impression that their creative function is not understood or appreciated.

The so-called "vanity" publisher flatters the author into publishing at his own expense. Mr. Monkhouse's editorial points the finger at those who would flatter the author also into meeting reader demand at his own expense.

Forthcoming Issues

The article on "University Library Binding", by Frank K. Walter, previously announced for this number, was unavoidably delayed in reaching us and will be printed in a future number.

The June 15 issue will be a Canadian Number with articles on library work in Canada by John Ridington, Mary Black, W. J. Sykes, Aegidius Fauteux, and Lawrence Burpee. Extra copies will be available at the R. R. Bowker booth in the Exhibit Hall during the week of the A.L.A. Conference.

The Open Round Table

This Department is open for discussion on all library affairs

Protest Against Winnetka Lists

MISS NORA BEUST invited members of the Section for Library Work with Children to express themselves about the Winnetka lists.[1] I have just sent her my reply and shall be glad if you will give it space in The Open Round Table of THE LIBRARY JOURNAL.

Letter to Miss Beust

Dear Miss Beust:

This is in reply to your communication regarding continued cooperation with Mr. Washbourne.

Please believe that if I thought the second Winnetka list a splendid one or hopefully growing toward a splendid list, I would express myself heartily in its favor. The fact that I took part in a public protest against the first book would not make me keep on protesting in order to be consistent with myself. I am not made that way.

I am opposed to A.L.A. cooperation with any project which places librarians with those who would classify all literature for children by school grades; and I object to the Winnetka grading in particular for reasons which I will state later.

My disapproval of rigidly school-graded-lists is rooted in my early experience, *as a teacher*, with children and their reading. I was principal of a primary school for a few years at a period when the local public library was being transformed by a progressive librarian. My pupils' rapturous enjoyment of the books lent by the library taught me many things and finally made a librarian of me.

The children of my school were Italian and Irish from poor and very-poor homes. They had no reading background. In class the teaching was carefully planned to build up the pupils' reading vocabularies, and the actual school-reading-books were, of course, graded as to words, sentence structure, type-page, etc., to fit the average, not the exceptionally bright children.

The Library books in the open book case were *not* carefully graded as to words and sentence structure. Of course excessively difficult reading matter was avoided, but subject interest and pictures were chief reasons for my selecting the library for the children's pleasure. These school children thus had a taste of the privilege, enjoyed by boys and girls in reading homes, of poring over books too hard for them to read except haltingly, but which whetted their curiosity and stretched their minds and noticeably made those "reading vocabularies" grow faster than by any class instruction.

From that time to the present I have never been able, as a librarian, to make, to recommend or to use a list strictly graded according to school children's supposed mastery of the technique of reading.

Supposing that I could believe in librarians' using any closely graded list the results shown by the Winnetka research are so utterly at variance with my experience that I gaze with wonder upon the pages. Take Grade 6 for instance. Here I find *Pretty Polly Perkins, Martin Pippin in the Apple Orchard, Little Blacknose, Up from Slavery,* Boyd Smith's *Farm Book,* Pyle's *Story of King Arthur, Olaf, Rip Van Winkle,* to cite only a few examples. Or note Grade 5, with *Tale of Benjamin Bunny, Liliecrona's Home, Charlie and His Kitten Topsy, Buccaneers and Pirates of Our Coast, The Painted Pig, Puck of Pook's Hill,* etc., etc. How is it possible for any children's librarian to approve a list which ignores subject interest so completely that *Benjamin Bunny,* adored taken-to-bed book of three-year-olds, is shuffled by the Winnetka machine on to Grade 5 shelves?

The only really good part of the list is the selection of books. This part was done by children's librarians. I understand that the latter gave their services and that our A.L.A. turned over to "Winnetka" money for its part in the book. Comment is needless.

I have just re-examined your (Nora Beust's) *Graded List of Books for Children.* Unless you have changed your mind since 1930 you agree absolutely with me about rigidly graded lists! You cite many titles as having even a four-year range of interest. You allow the very bright child in Grade 2 a chance at the same book which a dull child in a higher grade is barely able to read. I am more than ever amazed at the idea of the American Library Association's putting its imprint on that preposterous Winnetka list as I renew my acquaintance with your sane book. Let the A.L.A. use its Carnegie money to release you from your duties long enough for you to prepare a larger and quite up-to-date edition of your list.

——CLARA W. HUNT,
Supervisor, Work With Children, Brooklyn, N. Y., Public Library

[1] Beust, Nora. "About the Winnetka Lists." A. L. A. *Bulletin*, 28:270-271. May, 1934.

Stephen Foster's Work Reproduced

FOSTER HALL, Indianapolis, under the direction of Josiah K. Lilly, has prepared for reference libraries one thousand sets of reproductions of Stephen Foster's work, using first editions where available, or earliest obtainable editions where copyright editions are not on file in the Library of Congress. The object of this endeavor is to place in reference libraries sets of these faithful reproductions as a permanent record of the work of America's greatest composer of beautiful melodies, many of which are, and deserve to be, immortal.

The production of these sets required over eight tons of especially made rag paper, water-marked; about one thousand plates; and over one million impressions. For convenient availability in libraries, there were provided three thousand hard buckram, dust proof, slip cases and one thousand steel shelf containers. Each reproduction is in the form of the original, be it sheet, broadside, in magazine, or song book.

Two hundred Stephen Foster songs and compositions, discovered through research by the staff of Foster Hall, are here reproduced, to which are added guitar and other arrangements of his own work and also that of others. Hence the sets may be considered complete unless other works by Foster are discovered in the future. Should other Foster compositions be discovered it is the intention of Foster Hall to reproduce and send them to the libraries possessing these numbered and registered sets. These reproductions will be found useful to students of music and to music lovers generally. They may also be used authoritatively for comparison in determining authentic first editions.

German Library Of Burned Books

"THE GERMAN library of the burned books" was inaugurated in Paris, May 10, in the presence of several distinguished refugee authors and their French confrères. This was the first anniversary of the burning of the books in Germany by order of the Nazis.

Already more than 20,000 books and pamphlets have been gathered in a few small rooms at 65 Boulevard Arago. The burdened shelves bear silent witness to the high distinction of the works which good Hitlerites must not read.

Heinrich Mann is president of the library.

The library is intended for research by students, writers, historians and sociologists. In the words of the committee, "It stands for the fact that, although the Nazis can burn books, they cannot destroy freedom of thought or the great teachings of the past."

In The Library World

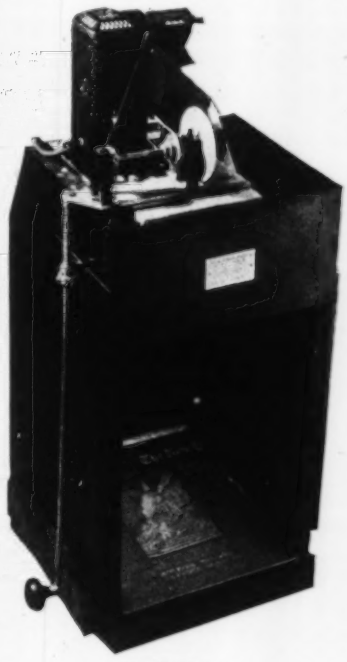
Newspapers On Films

AN EXPERIMENT is being conducted by The New York Public Library which will prove of considerable interest to the library world. It is giving a practical trial to the routine use of films, to be read with projectors, as a substitute for that of newsprint.

In these pages, it is needless to review the search that is being made for some medium to take the place of material too rare for casual use and of paper stock too fragile for continuous handling, too poor to hope to keep more than a few years, or too bulky to store with ease. That quest has gone on for some years in the realm of photographic media, and both paper and film appear practicable. However, the type of material has generally been one which may be called restricted in appeal, and the mode of satisfying readers has been to furnish enlargement or to supply magnifying glasses for reading the reductions. The innovation in this library's experiment is apparent.

The equipment used is a recent development of the Recordak system—employed principally by banks and commercial organizations in making records of papers they will not or cannot keep—by the Eastman Kodak Company. It was originally developed to meet the obvious need in newspaper offices, with their crumbling files. Two excellent technical articles have appeared: "Film Files Would Outlast Newsprint," by C. Z. Case, in the *Editor and Publisher*,[1] October 28, 1933, and "Preservation of Newspapers by Photography," by W. E. Wines, in the *Bulletin* of the American Newspaper Publishers Association, for December 7, 1933. These, together with observation of the projector in operation, are the basis of this article.

The film used is of the standard 35-mm. width, differing from the commercial professional moving picture film, however, in having a base of non-inflammable cellulose acetate, instead of the highly combustible cellulose nitrate, and in being perforated on one edge only, thus allowing more space for the image. A foot of film accommodates a fraction more than eight newspaper pages—825 to 850 on 100 feet—photographed lengthwise of the film. It is interesting to note that, for storage, a year of the ordinary newspaper (running about 950 pages a month) reduces to one-sixth of a cubic foot of film, about the size of an ordinary shoe box, and the *New York Times*, which requires over 108 cubic feet for its bound folio volumes, can be photographed on twenty-four rolls of film with a bulk of about one-third of a cubic foot.



The Projector

The film—a negative (white letters on black background)—is read, with no necessary control over daylight, by aid of a projector. This device, mounted vertically on a cabinet which is open on one side, may be used on the ordinary reading table; it has a height over all of about three feet. At the base of the cabinet is fitted a metal projector screen upon which the image falls. The reader is in full control of the mechanism. Instead of a motor, he has a crank by which he may turn the film either backward or forward. A system of index-numbers aids him in finding the date desired; as the pages are photographed consecutively, he has no difficulty in locating the one he seeks. As the screen is approximately 15 x 8 inches and the projection is 1½ times the size of the original, provision is made by mounting the film track on a universal joint, controlled by a lever, for sliding the image about so that any quarter-area of the page is visible at one time.

Many questions, of course, arise—the most important being the life of the film—which the technicians have answered at least theoretically. Practically, with the use of the non-inflammable base and by an arrangement of the light so that the film is not subjected to intense heat, a reader may use any area as long as he pleases without danger of blistering or burning the film. The projector is also constructed in such a way that maximum protection is given the film from wear. Theoretically, film stored under proper conditions of refrigeration will last almost indefinitely; how far ideal conditions can be translated into library method remains to be seen. As sections or whole rolls can be easily replaced (the Eastman Company is quoting the price of 10¢ a foot on exposed film, with 6½¢ for duplicate copies), it appears that replacement of film would prove economical in comparison with that of expensive, perishable material.

As yet, there is only the one "camera machine" which is in the Eastman laboratories.

For its first selection, The New York Public Library has chosen three metropolitan dailies and one weekly periodical, each with a projector. It is the type of material that gets hard wear. As it yet appears practicable to make full film-lengths only, the newspapers are not strictly current but are sufficiently recent to be in steady demand. They therefore give the Library an opportunity of placing the films in routine and of studying the practical aspects of the use of this medium. Installation is too recent to admit of findings or generalizations, including the reactions of patrons, but at the outset it appears to be a most interesting experiment.

——KARL BROWN
The New York Public Library

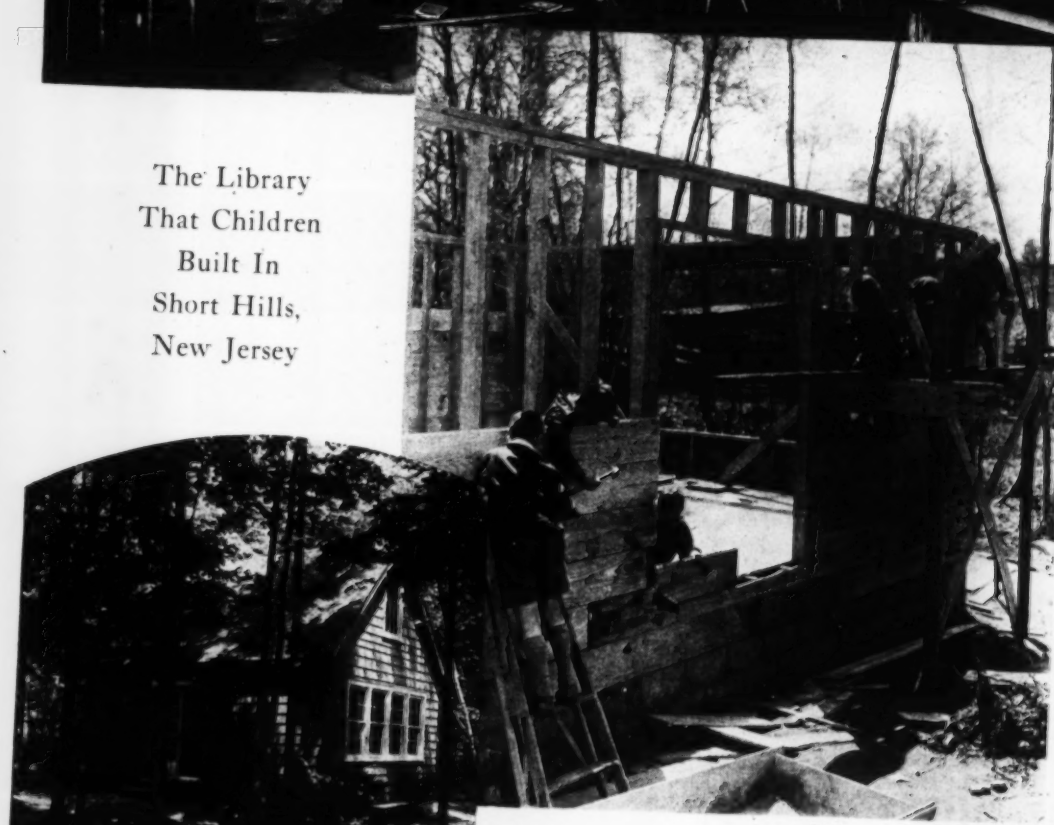
[1] *Editor and Publisher*, October 28, 1933, Sect. 2, "Monthly Equipment Review," p. 111.

Leigh Hunt Collection Acquired

THE UNIVERSITY of Iowa Libraries has acquired the famous Leigh Hunt collection brought together by the late Luther A. Brewer of Cedar Rapids, Iowa. This collection, considered the most complete one of this author in existence, contains approximately 1900 volumes. Of these, about 520 volumes are editions of Hunt's own writings, including 130 presentation copies or copies owned by Hunt personally. Mr. Brewer's book published in 1932, entitled *My Leigh Hunt Library—The First Editions* is a comprehensive bibliography of this section of the collection. The manuscripts of Leigh Hunt are arranged in 200 volumes. The Huntiana, or material on Leigh Hunt and his group, consist of about 1200 volumes. The University Libraries is planning to house the collection as a unit adjacent to the recently equipped Exhibit Hall, where the rarer items will be on display frequently.

President Walter A. Jessup was untiring in his efforts to procure this unique collection for the University of Iowa, before leaving to take up his duties as President of the Carnegie's Foundation for the Advancement of Teaching.

The Library That Children Built In Short Hills, New Jersey



Photographs by G. W. Harting

The Youngsters Sawing, Hammering, and Fitting Their Own Library Building

The Library That Children Built[1]

WHEN THE CHILDREN of the Buxton Country Day School, Short Hills, New Jersey, found that a thousand dollars wouldn't build a library big enough to turn around in, they suggested doing the work themselves and using the money to buy materials. Every boy and girl was on the job when the actual sawing and nailing began, and in a little over a year the building was finished, school work continuing as usual in the meantime. Inside wallboard panels were nailed up, bookshelves and long benches built; the older girls made draperies of Colonial patterned chintz, and the "library" class installed the books.

The stone chimney was built around a metal core which was to furnish all the heat. At the correct distance from this metal core, a form was built, and the stones laid in mortar inside this by the older girls and boys. The graduating class designed and cast a lovely bas-relief of an early printing press for the inside face of the chimney.

It was the children themselves who decided that it was time to have a library building. Every child in the school had an idea of what kind of building would be nice, and a good many of them drew pictures and plans. The one finally chosen was a simple Colonial type, eighteen by twenty-four feet, which would be easy and comparatively inexpensive to build, and which harmonized well with the other school buildings.

Several committees of children were appointed: One committee was to make working drawings and blueprints, another to survey the ground, another to figure on the amount of lumber needed, and still another to estimate how much cement would be used in the foundation. Thanks to much practical arithmetic, cooperation between committeess and excellent advice from Sanky (in reality Mr. Frank Sangster, who knows how to help children to help themselves), it was no time at all before they were ready with the specifications. Mr. Sangster visited the lumber yard with the proper committee and the estimate came back for $586 for lumber and masonry materials, leaving for foundations, paint and incidentals a good margin of the $1,000 allotted.

Meanwhile the grounds committee had surveyed and staked out a spot in a grove of white birches where the fewest trees would have to be cut down. When the children came back after their Easter vacation, the foundations had all been laid as it seemed wiser to the director not to start the children off with such a difficult and monotonous job. The labor on this cost $140, making the total estimate so far $726. The next thing to do was to lay two courses of cement blocks above ground, which was accomplished by three of the older boys, with a little advice from a mason.

First the sills and floor beams were laid and braced, with older children packed between the beams, sawing, hammering and fitting. When the flooring itself was laid, even the first-graders and kindergartners pounded nails with a will. The walls were framed on the ground, with openings left for windows and doors, and raised into place, one side at a time.

When the chimney footing and foundations were laid, came the ceremony of the laying of the cornerstone. Every class buried in the masonry some sort of dedication for the library, with poems, copies of the school paper and the names of all the children. The parents became so interested that a committee of mothers organized a dance to raise money for books and the fathers helped the older boys raise the rooftree and rafters into place. This was the only part of the building that was too heavy for the children to accomplish alone. The mothers brought a picnic supper to the roof-raising, and everybody had a good time.

The younger children meantime had been going ahead with the sheathing. The big boys cut down two dead chestnut trees in the school woods and hand-hewed them into fine Colonial-type beams. Before the summer vacation the building was roofed over with tar paper and strip shingling, and was shipshape against all weather.

In the autumn the walls were shingled. Shingles instead of clapboards were used so that more children might work at them at once. So recesses and extra shop periods were filled with hammerings. While the younger ones pounded, the older boys and girls laid up the chimney, getting just the right mixture of mortar and choosing every stone for its size and color. All the stones, by the way, were gathered in the school woods by the second- and third-graders.

When the chimney was finished, came the ceremony of lighting the first fire. In the library scrapbook, kept by the children themselves, with snapshots and a history of the building as it progressed, one child wrote, "The building was not finished, but the fireplace was, so we had a party. Everyone from kindergarten up to ninth grade brought a twig to put on the fire, accompanied by a wish."

Last of all the entrance steps were built, two circular tiers of brick and stone, laid up with mortar which just dried in time to serve as a platform for the outdoor graduation exercises, a little over a year after the project was begun. The door was unlocked with a gilt key and a line of children filed in, each with a book for the library.

——HELEN PERRY CURTIS
Woman's Home Companion, May, 1934, pp. 35-36

[1] This article is reprinted through the courtesy of the author and *The Woman's Home Companion.*

Columbia Announces Pulitzer Awards

PULITZER prize awards for 1934 were announced at the Annual Dinner of the Columbia University School of Journalism Alumni on May 7. Nicholas Murray Butler, president of Columbia University, made the announcement.

The award of $1000 for the best novel published during the year by an American author was given to *Lamb in His Bosom*, by Caroline Miller, published by Harper and Brothers.

Men in White, by Sidney Kingsley, the play set in a hospital which has been playing to full houses at the Broadhurst Theatre in New York, was awarded the $1000 prize for the original American play, performed in New York, which shall best represent the educational value and power of the stage. *Men in White* is published by Covici-Friede.

For the best book of the year upon the history of the United States, an award of $2000 was made to *The People's Choice*, by Herbert Agar, published by Houghton Mifflin.

The biography award of $1000 for the best American biography teaching patriotic and unselfish services to the people, illustrated by an eminent example, went to *John Hay*, by Tyler Dennett, published by Dodd, Mead.

Robert Hillyer's *Collected Verse* (Knopf) received the $1000 award for the best volume of verse published during the year by an American author.

Unique Library For Seafarers

A UNIQUE shrine—a marine library dedicated to Joseph Conrad, the great seaman-novelist—has been completed at the Seamen's Church Institute of New York, 25 South Street and was formally opened on Thursday afternoon, May 24.

The Library will meet a very definite and long-felt need—an adequate library for all men of the sea when they are in the Port of New York. It is the first library of its kind in this country exclusively for seafarers. Here in a lovely sunny room on the third floor of the Institute, overlooking South Street and the East River, is a real maritime library which Conrad himself would have loved to frequent. Its walls are adorned with paintings of magnificent sailing ships (notably one of "The Torrens", Conrad's last ship, a contribution from the artist Charles Robert Patterson); its shelves are lined with marine books, and with the best books on general subjects: fiction, biography, travel, history, science, philosophy, poetry, drama. A more than life-size wood carving of Conrad in the form of a ship's figurehead, made by the British sculptor, Miss Dora Clarke, is the central decoration in the Library. On the win-

dows facing the East River are reproductions of the Institute's original floating churches, South Street scenes in clipper ship days, and sailing ships: Old Ironsides (1797) painted by Gordon Grant; Sir Lancelot (1865) painted by J. C. Spurling; Charles Mallory (1851); W. R. Grace (1873) painted by Charles R. Patterson and Flying Cloud (1851). Autographed first editions, original manuscripts and letters of Conrad as well as lithographs, etchings and portraits, part of the collection of Mr. George T. Keating, were on display in the Library at the formal opening.

Atlantic Novel Prize Awarded

AN AMERICAN author, Samuel Rogers, is the winner of the third Atlantic Novel Prize of $10,000, offered jointly by the Atlantic Monthly Press and Little, Brown & Co. The novel is *Dusk at the Grove* which Little, Brown & Co. will publish on August 24. Thirteen hundred forty manuscripts were submitted in this contest.

Mr. Rogers is an associate professor at the University of Wisconsin, specializing in French contemporary literature. His book is a modern story of an American family, and most of the action takes place at Newport, Rhode Island, where the author was born. Previous winners of the Atlantic Novel Prize, the largest award offered by any American publisher with book rights alone involved, have been Mazo de la Roche, a Canadian, with *Jalna*, and Ann Bridge, an Englishwoman, with *Peking Picnic*.

New Books For Blind

THE FOUR Gospels and the Psalms are included in the first list of books chosen for publication as "talking books" for the blind. The books, selected by a committee appointed by the Library of Congress, are now being recorded and will soon be in circulation through the twenty-four libraries having departments for the blind. The other books chosen follow:

PATRIOTIC DOCUMENTS—The Declaration of Independence and Constitution of the United States, Washington's Farewell Address, Lincoln's Gettysburg Address and his first and second Inaugural Addresses.

COLLECTION OF POEMS—*Elegy Written in a Country Church Yard, The Rime of the Ancient Mariner, Lines Composed a Few Miles Above Tintern Abbey.*

SHAKESPEARE—*As You Like It, Merchant of Venice, Hamlet.*

FICTION—*As The Earth Turns*, by Gladys H. Carroll; *Diary of a Provincial Lady*, by E. M. Delafield; *The Brushwood Boy*, by Rudyard Kiping; *The Bird of Dawning*, by John Masefield; *Very Good Jeeves*, by P. G. Wodehouse.

Montreal Conference Additional Information

Fourth General Session

"THE TREASON OF THE LIBERALS" will be the topic of an address by Lyman L. Bryson, speaker at the fourth General Session of the American Library Association conference in Montreal, Saturday, June 30. Mr. Bryson is known to many librarians as one of the able leaders of the experiment in public forums sponsored by the Carnegie Corporation in the Des Moines Public School system, and as the leader on the second day of the seminars on adult reading which preceded the A.L.A. conference in Chicago. Reference to the transcript of his remarks in the conference *Proceedings* gives ample evidence of his conversance with the reading problems of adults and his interest in the librarians' attempts to solve some of them.

Mr. Bryson has been engaged in newspaper work, has contributed to a number of periodicals, is the winner of poetry and drama prizes, has taught in various colleges and universities, has done organization work for the Red Cross in Europe and Asia Minor during the war, and for the last nine years has been one of the most stimulating minds in the whole field of adult education. He has been particularly prominent in adult education work in California in association with Harry A. Overstreet and the development of discussion methods such as the "panel." In his forum work at Des Moines, according to reports, he has shown rare ability to stimulate constructive thinking on social and political topics. As noted in the last issue of THE LIBRARY JOURNAL, he will conduct survey courses in adult education at Teachers College, Columbia University, during the coming year, beginning with the summer session.

To librarians, one of whose functions he feels is to serve as "custodians of the public mind," he will offer some of the results of this questioning attitude on the much debated point of whether democracy is worth saving.

Mr. Bryson is to lead the panel discussion at the Adult Education Round Table Thursday morning, June 28, in place of Morse A. Cartwright of the American Association for Adult Education, previously announced.

Junior College Libraries

FRIDAY AFTERNOON

"Problems of Cooperation Between Librarian and Faculty," by Gladys Johnson, librarian, Mars Hill College, Mars Hill, North Carolina.

"The Junior College Library in Nebraska," by George W. Rosenlof, Director, Secondary Education and Teacher Training, Nebraska.

FRIDAY EVENING

"Criteria for Measuring the Quality of a Book Collection for the Junior College Library," by Ermine Stone, librarian, Sarah Lawrence College, Bronxville, N. Y.

"Contemporary Fiction for the Junior College Library," by Algy S. Noad, Instructor, English Department, McGill University.

League of Library Commissions

WEDNESDAY, JUNE 27, 8:30 P. M.

Open, joint meeting with County Libraries Section and Library Extension Board

"State planning and replanning the cultural life of a state," by Albert Russell Mann, Provost of Cornell University, Ithaca, N. Y.

"Library planning in the Tennessee Valley," by Mary U. Rothrock, librarian, Lawson McGhee Library, Knoxville, Tenn., and Consulting librarian, Tennessee Valley Authority.

Lending Section

"What Books for Today's Readers?" by Doris Hoit, associate librarian, Central Circulation Branch, New York Public Library.

"Circulation Statistics as an Index to Library Efficiency," by Edith Guerrier, Supervisor of Branches, Boston Public Library.

"Trends in Public Library Service in England," by R. D. Hilton Smith, deputy librarian, Public Libraries, Hendon, England.

"Canadian Authors and Poets," by Stanley Morgan-Powell, Literary and Dramatic Editor, The Montreal *Daily Star*.

For complete program of the Montreal Conference see the May 1, 1934 issue of The Library Journal, page 400. The above additions are new since the program was printed.

Club Accommodations At Montreal, Canada

Monteregian Club

3426 McTavish Street
(Overlooking McGill University Grounds)

Can accommodate for: Lunch 50, Tea 50, Dinner 25, Breakfast 25

Price of meals:
Breakfast 25 cents to 40 cents
Lunch 30 cents to 60 cents
Dinner 60 cents to 75 cents
Afternoon tea 25 cents to 35 cents
5 per cent Hospital Tax.

University Women's Club Of Montreal

3492 Peel Street, Montreal.

Bed-rooms: Probably four. $2.50 per day including breakfast.

Rooms for meetings or entertainments: One private room accommodates twenty—extra charge $3.

Public dining-room accommodates thirty-three—Price for meals:

Breakfast—3 courses 40 cents
Luncheon—2 courses 50 cents
3 courses 75 cents
4 courses 90 cents
Dinner—4 courses $1.00

Afternoon tea for 30 cents each, ordered in advance. Fifty can be accommodated.

Quebec Hospital tax of 5 per cent.

For reservations apply to The Manager.

The Themis Club

1336 Sherbrooke St. West
Montreal

Accommodation available for members of the American Library Association June 25 to 30 inclusive.

Bed-rooms. Probably nine, if reservations made beforehand.
$3 per day with bath-room.
$2 per day without bath-room.
Light breakfast for 40 cents served in bed-rooms, without service charge if ordered the night before. Also heavier breakfast in dining-room for same price.

Dining-room. Private dining-room will hold twenty comfortably.
Main dining-room will hold seventy-four, or more if dietitian is consulted as to seating arrangements.

Meal Hours. Weekdays.

Breakfast	8:00 A.M. to 9:00 A.M.
Luncheon	12:30 A.M. to 2:00 P.M.
Tea	4:00 A.M. to 6:00 P.M.
Dinner	6:30 P.M. to 7:45 P.M.
Supper, by reservation only	9:00 A.M. to 10:45 P.M.

Arrangements for meals at other hours than the regular ones could be made with the dietitian, if for a large number of people.

Meal Prices

Breakfast	40 cents and 60 cents.
Luncheon	50 cents for soup and salad or salad and dessert with rolls, tea or coffee.
	75 cents for a three course lunch.
	90 cents for a four course lunch.
Tea	30 cents for regular tea, higher if special order.
Dinner	Choice of main course with rolls and beverage 60 cents.
	Above with cheese and crackers 75 cents.
	Main course and any other course 85 cents.
	Soup and any three courses $1.
Supper	According to order.

It is to be remembered that to all meal prices the 5 per cent Quebec Hospital Tax must be added.

I will be glad to give any other information to any of the members of the conference if they will apply at the office or by telephone.

(signed) HELEN LYMAN WRIGHT,
Secretary-Treasurer.

Budget Cut Enforces Library Economies

JUST BEFORE the budget for 1934 was adopted by the Board of Estimate and Apportionment, the salary appropriation of the Circulation Department (or branch library system) of The New York Public Library was cut 4 per cent, or $49,462. Since the contract between the City and the Library requires that all branch libraries in Carnegie buildings (numbering thirty-nine in Manhattan, The Bronx and Richmond) operate twelve hours every weekday, the hours at these branches cannot be reduced to make the necessary savings. The staff, always underpaid, had had salary cuts in 1933, and will take the same payless furloughs as City employees during 1934. The Trustees, therefore, felt that it would be an injustice to the staff to make a further general salary reduction in order to bring expenditures within the amount granted by the present City budget.

The opportunity for economy thus limited to divisions of library service not specifically covered by the contract, the Trustees decided to make the required saving by closing for the months of June, July, August and September, ten sub-branches, seven in The Bronx, two in Manhattan, and one in Richmond; by discontinuing for those same months the Staten Island Book Wagon and the Bronx Traveling Library; and by curtailing service at the six non-Carnegie branches from June 1 for the rest of the year.

State-Wide Plan Endorsed

LOUISIANA'S Library Commission's $2,000,000 plan "for state-wide library service complete" was endorsed by the library people of the state assembled in ninth annual convention of the Louisiana Library Association in Baton Rouge, April 20 and 21. Saying that it had been adopted by the Louisiana Federation of Women's Clubs and Louisiana's P.T.A., Miss Essae M. Culver, Executive Secretary, Louisiana Library Commission, presented the resolution of endorsement for this library development plan which provides for improvement of the present State Commission and for the establishment of parish libraries in every parish of the state.

Code For Librarians And Library Employes

THE ALMOST tacit exclusion of the professions from Codes has been perhaps taken too much for granted. Certainly, unless the formidable machinery of the New Deal is being set up solely to persuade industries to combine, fix prices, and control production—objectives which it is hard to believe they are opposed to—there well may exist doubts as to the thorough-going sincerity of the program. There are now in this country nearly three million engaged in professions. It will be a curious reconstruction that ignores them.

We had hoped that the American Library Association would use the language of the Codes to restate the standards they have been working for, but, as it seems, the matter has been debated and rejected. The Code discussed and suggested within the American Library Association was published in *New York Libraries*.[1] The preliminary statement to this Code is especially worthy of attention.

Since a Code will apply chiefly to librarians in the lower ranks, the Executive Committee feels that impetus for re-opening this matter may well come from younger members in the profession. The recent improvement has brought no abatement in the attack upon publicly supported institutions. And for some time the employes of these institutions will be whipsawed by the economic situation. The upswing has aggravated their condition and they are now doubly penalized, by further salary cuts and increase in the cost of living.

We are not unaware of the difficulties involved in advancing such a Code. The variations in hours and salaries in the profession have always been great and have been made greater by the depression. It is hoped that we may be able to level up, rather than level down.

There is no lack of basic figures. Library statistics are available over a sufficient number of years to draw up the general provisions. Administration within the provisions can well be left to a designated body. If industries can formulate Codes, there is no need for professions to hesitate. Serious mistakes may be made, but there is the question if these mistakes will be as serious as the disintegration involved in waiting?

In financing the extra expense of such a Code we may well look to the growth of the educational systems. The contribution of New York State to the financial support of county and city schools has increased rapidly during the past twenty years. Libraries receive a nominal yearly sum from the state. The principal is established and needs extension. Federal aid, on the other hand, is not well founded

[1] "Suggested Code for Librarians and Library Employes." *New York Libraries*, February, 1934. pp. 43-44.

in precedent, but it is already common in discussion and is worth careful notice as a trend.

We call the attention of the profession to the following "Proposed Code for Librarians and Library Employes" in the hope that it will serve as the expression of a larger body of opinion than has hitherto declared itself.

——JOSEPH M. ROGERS, *Chairman.*

Proposed Code[2]

I. INTRODUCTION

The following Code is respectfully submitted for sanction by the National Recovery Administration in a sincere effort to aid national recovery by

(a) Reducing and relieving unemployment in the library profession;
(b) Bettering the hours and compensation of employes;
(c) Standardizing conditions within the library profession so that governmental and other agencies shall have a satisfactory means of determining just expenditures and adequate service;
(d) Improving the standards of library service in the interests of the public, the employes, and the employers.

II. DEFINITION OF TERMS

The following definition of terms used in this Code shall indicate their true and intended meaning:

The word "Code" shall mean this Code submitted to the National Recovery Administration and all amendments thereto;

The word "Librarian" shall mean the employe of any library within the provisions of this Code who has a degree from a recognized college and has in addition completed satisfactorily one year of professional study at an accredited library school, or who has a degree from a recognized college including one year of professional study, or who now holds or has previously held a position of recognized professional grade;

The words "Chief Librarian" shall mean the chief administrative officer of any separately organized public library, or of any university or college library, or of any system of school libraries;

The words "Branch Librarian" shall mean any officer entrusted with the administering of a separate branch library or of a separate departmental library;

The words "Subprofessional Class" shall include the employes of any library who are now doing work of a professional nature, but who are not professionally qualified;

"Non-professional Class" shall comprise those employes whose work is of a clerical, janitorial, or otherwise non-professional nature.

III. PARTICIPATION

All libraries supported from the proceeds of taxation and/or private endowment shall be included within the provisions of this Code.

IV. EMPLOYMENT OF MINORS

No person under sixteen years of age shall be retained or employed.

V. STAFF ASSOCIATIONS

The employes of libraries shall not be denied the right to form or join self-governing associations and in questions affecting staff welfare to wait upon the Board of Trustees, or other officers or bodies governing the library.

VI. HOURS OF EMPLOYMENT

The maximum employment of any employe shall be an average of 35 hours per week in any one month.

VII. VACATIONS

Professional and sub-professional employes shall receive an annual vacation with pay of not less than 31 calendar days.

Employes in non-professional grades shall receive an annual vacation with pay of not less than 15 calendar days. Provision shall be made to increase the length of this vacation to the maximum of 31 calendar days as the length of the employe's uninterrupted service within the library increases.

VIII. COMPENSATION AND CLASSIFICATION

Employes of the library shall be paid at a rate determined by the employe's education and experience, and by the importance of the position held. The compensation demanded by the education and experience of any employe is as given in the following paragraphs of this section:

(a) Grade ONE (Junior Librarians) includes employes who have completed satisfactorily 2 years of college plus 4 months of training class (or 2 summer sessions), or who possess equivalent education and professional experience. The compensation for this grade shall not be less than $1400. per annum. Provision shall be made to advance the salary of employes within this grade, so that, as their value to the library, increases, compensation shall advance to $1800. per annum;

(b) Grade TWO (Junior Professional Librarians) includes employes having a degree from a college of recognized standing plus one year of professional study at an accredited library school (or equivalent experience). The compensation for this grade shall not be less than $1800. per annum. Provision shall be made to advance the salary of employes within this grade, so that, as their value to the library increases, compensation shall advance to $2100. per annum;

(c) Grade THREE (Senior Professional Librarians) includes those employes having a degree from a college of recognized standing, plus 2 years of professional study at an accredited library school (or equivalent experience). The compensation for this grade shall not be less than $2400. per annum.

(d) The compensation for the Subprofessional Class shall not be less than $780. per annum, or, not less than $15. per week.

The setting up of these minimum standards shall not be prejudicial to the tenure, nor to the salaries of any librarian enjoying higher compensation.

No employe in the Non-professional Class shall be paid less than .35c per hour.

Any compensation now in excess of these minimum salaries or wages shall not be reduced because of any reduction in the hours of work, but shall be maintained or increased in accordance with the provisions of this Code.

No employe shall be required to serve a preliminary period of training or apprenticeship at compensation rates less than those set forth in this Code.

Work of a professional nature shall not be performed by employes who are not professionally qualified.

IX. ADMINISTRATION AND SUPERVISION

The administration and supervision of this Code shall be in the hands of the American Library Association in conjunction with the Federal Government.

To aid in the financing of the extra expense of adopting this Code, libraries shall be added by the State, or Federal Government, or by both, so that the library shall receive not less than $1. per capita based upon the total population of the community served. Of this sum of $1. per capita, not less than .50c shall be used for the salaries and wages of library employes. This aid from the State or Federal Government shall be withheld upon failure by the library to comply with any provision of this Code.

X. VALIDITY OF PROVISIONS

If any provision of this Code is declared invalid or unenforceable, the remaining provisions thereof shall nevertheless continue in full force and effect in the same manner as if they had been separately presented for approval.

[2] The Executive Committee of the Junior Members Section, New York Library Association, consists of Joseph M. Rogers of the Brooklyn Public Library, Chairman; Rebecca Dane of the Grosvenor Library, Buffalo, Vice-Chairman; Helen A. Ridgway of the Queens Borough Public Library, Secretary-Treasurer; Louis M. Nourse and Helen E. Vogel of the Brooklyn Public Library; Elsie Blair, Gerald D. McDonald and Charles F. Gosnell of the New York Public Library; Francis H. Henshaw and Richard B. Sealock of the Queens Borough Public Library; Gwendolyn Lloyd of the Vassar College Library; Winifred A. Sutherland of the Albany Public Library; Margaret M. Bates of the Syracuse Public Library and Vera Tweddell of the University of Rochester Library. The members of the Committee who were unable to attend the meetings were given opportunity to participate by correspondence.

Among Librarians

Appointments

MARIAN BABBS, Michigan '32, is an assistant in the Newark, Ohio, Public Library.

ESTHER BARTH, Michigan '30, is now librarian of the High School at Monroe, Mich.

MARGARET BRANCH, Michigan '31, has been promoted from assistant to supervisor in the Catalog Department of the University of Michigan Library.

HELEN BROWN, Michigan '32, formerly an assistant in the Graduate Reading Room for modern languages, is now an assistant in the Catalog Department of the University of Michigan Library.

HERBERT DAHLSTROM, Michigan '31, has been transferred from assistant in the Library Extension Service to assistant in the Physics Library at the University of Michigan.

THELMA EATON, Michigan '31, who has been librarian of the Cranbrook School, Bloomfield Hills, Michigan, for the past two years, is now teaching Library Science at the Library School of the New York College for Teachers at Albany.

TALBOT FAULKNER HAMLIN has recently been appointed librarian of Avery Library, Columbia University.

LORENA GARLOCH, Michigan '28, has been promoted from order librarian to reference librarian at the University of Pittsburgh Library.

JEANNE GODDARD, Michigan '29, has been appointed first assistant in the Reserve Book Room of the Sterling Memorial Library, Yale University.

HARRIET GOODE, Michigan '32, has received an appointment as junior assistant at the Campbell Branch of the Detroit, Mich., Public Library.

JOE K. HALL, Columbia '33, is librarian of the North Scranton, Pa., Junior High School.

KATHARINE HARRIS, Michigan '27, is substituting in the Circulation Department of the Ann Arbor, Mich., Public Library, for Mary S. Hoad, who is on leave of absence for the year.

NELLIE LARUE HIGGS, Michigan '32, is the children's librarian at the Bay City, Mich., Public Library.

IVY JACKSON, Columbia '34, has been appointed cataloger and assistant librarian of the Huntington Free Library, Bronx, N. Y.

BETSEY T. KEENE, Columbia '27, has been appointed librarian of the Portville, N. Y., Public Library.

ANNA A. KOSEK, Wisconsin '11, has recently been appointed assistant librarian of the Illinois State Historical Library, Springfield, Ill.

MARY LOUGHIN, Michigan '32, has been transferred from secretary in the Department of Library Science to assistant secretary to the librarian, University of Michigan.

KATHRINE MALTERUD, Albany '21, is a cataloger in the National Health Library, New York.

RUTH MARTIN MANNING, Michigan '29, has succeeded Carol Hawkes as librarian of the Oakland City College at Oakland City, Ind.

MARJORIE MILLIMAN, Michigan '32, has recently been appointed librarian of the Public Library at St. Joseph, Mich.

ADAH MORRIS, Michigan '29, who was formerly senior classifier in the University of Michigan Library, is now senior assistant in the Library of the University of Southern California, Los Angeles, Calif.

MARY NEPHLER, Michigan '30, is now assistant librarian of the High School at Pontiac, Mich.

RUTH PECK, Emory '32, is now librarian of the Inman School, Atlanta, Ga.

HELEN ELIZABETH QUAIFE, Michigan '30, has accepted an appointment as librarian of the Junior High School at Muskegon Heights, Mich.

E. ELIZABETH RETAN, Columbia '32, is on the staff of the Cataloging Department, Library of Congress.

VICTOR SCHAEFER, Michigan '31, who has been an assistant in the Physics Library of the University of Michigan, has been placed in charge of that Library.

GEZA SCHUTZ, Columbia '32, has been chosen by the New Jersey Council of International Relations to establish for the organization a special library at its headquarters in the Robert Treat Hotel, in Newark.

SISTER MARY CANISIUS (Mary Beach), Michigan '29, formerly a teacher at St. Mary's Academy, Monroe, Mich., is now librarian of St. Rose's School, Detroit, Mich.

SISTER MARY CECIL, Michigan '32, has been promoted from associate professor of library science to professor of cataloging and children's literature, Library School, College of St. Catherine, St. Paul, Minn.

EMILY SITTERLY, Emory '33, is now an assistant in the Morris County Free Library, Madison, N. J.

EMRY SKARSHAUG, Michigan '32, has a position as cataloger at Luther College Library, Decorah, Iowa.

MARY FRANCES SLINGER, Emory '31, is librarian of the Carrollton High School, Carrollton, Ga.

MARY J. SNYDER, Columbia '33, is librarian of the Gettysburg, Pa., High School.

MARY STEERE, Michigan '27, is cataloging the Quaker Collection at the Earlham College Library, Richmond, Ind.

LILLIAN A. STEIN, Columbia '33, has been appointed general assistant in the Great Neck, N. Y., Public Library.

RUTH E. STOEVER, Riverside '30, formerly of the Ventura, Calif., County Free Library, succeeded Mrs. Marjorie Walton in January, 1934, as an assistant in the Circulation Dept. of the Riverside, Calif., Public Library.

CHARLOTTE THOMPSON, Michigan '32, is now librarian of the University of Tampa, Tampa, Florida.

JEAN WOODROW, Washington '29, is now librarian of the King Edward High School at Vancouver, B. C.

Director For Twenty-Five Years

PHINEAS LAWRENCE WINDSOR, who for twenty-five years has served as director of the University of Illinois Library and Library School, was honored at a dinner given by the University of Illinois Library Club on Saturday, May 5, at the Southern Tea Room in Champaign, Illinois. The 175 guests were limited to members of the Library staff, Library School faculty and students, about fifty out-of-town librarians and Library School alumni, President and Mrs. Arthur H. Daniels, and Dean and Mrs. Arthur Cutts Willard of the University of Illinois. From many parts of the country came telegrams of congratulation from groups of alumni who had gathered to celebrate in his honor.

Following the dinner, President Daniels spoke of Director Windsor's service to the University both as a librarian and as a professor on the faculty. Members of the staff and visiting librarians told of the esteem in which he is held by the members of his staff and of his contributions to the library profession. Miss Frances Simpson, Assistant Director of the Library School, emeritus, then presented Mr. Windsor with a beautifully bound book of about 350 congratulatory letters, from his many library friends.

The binding of the letters, which was the gift of Mr. Ernest Hertzberg, of the Monastery Hill Bindery, in recognition of his long friendship with Director Windsor, is blue leather with gold moire end sheets; the title page, foreword and several of the letters are hand illuminated in the manner of old manuscripts. In addition to letters from members of the staff, Library School classes and alumni, there were about fifty letters from prominent librarians not Library School alumni.

Printed Material Available

A Variety Of Booklets, Pamphlets, Posters Available Free Or For A Small Charge

Preservation of Newspapers by Photography. By W. E. Wines. Reprinted from *Bulletin* of American Newspaper Publishers Association. Pamphlet descriptive of the new Eastman Kodak Company apparatus and method of reproducing newspaper pages in reduced size so that newspaper files may consist of small reels of film negatives instead of bulky bound volumes (described in this issue of THE LIBRARY JOURNAL). Available free of charge upon request. John K. Boeing, Eastman Kodak Company, Recordak Corporation, 350 Madison Ave., New York City.

Harrison; When Children Err; Two Children of the Foothills; Some Silent Teachers; Offero the Giant. Through the courtesy of Miss Belle Woodson, 505 W. Mulberry Ave., San Antonio, Texas, librarians wishing copies of the above titles may secure them free for transportation charges, as long as the supply lasts.

Committee For The Nation. 205 E. 42 St., New York City. The following publications are available free of charge to librarians: "Five Next Steps"; "Interim Report"; "H.R. 5073"; "Stabilization of the Measure of Value," by Professor G. F. Warren; "The Business Situation," by Professor G. F. Warren; "The London Free Gold Market," by Professor T. E. Gregory; "An Analysis of the Proposal for an American Free Gold Market," by National Industrial Conference Board, Inc.; "The Dollar of the Future—What Happened at London," radio address by Earl Harding; "The All-American Dollar," radio address by James H. Rand, Jr., President of Remington Rand, Inc.; "Frozen Bank Deposits," radio address by Lessing J. Rosewald, Chairman of Sears, Roebuck & Co.; "Monetary Policy and Agriculture," radio address by Fred H. Sexauer, President of Dairymen's League Cooperative Assn., Inc.; "Why Deflation Must be Stopped"—a survey of the effects of the Drop in Price Level in a Typical American Community; "President Roosevelt's Monetary Policy," radio address by Frank A. Vanderlip; "U. S. Gold Program—What Does It Mean?"—radio address by Earl Harding; "The Price of Gold," by Professor Frank A. Pearson; "Memorandum on the Stabilization of the Dollar," by Frank A. Vanderlip; "Some Statistics on the Gold Situation," by Professors G. F. Warren and F. A. Pearson; "Why a Federal Monetary Authority," by James H. Rand, Jr., and Frank A. Vanderlip; "Wall Chart of Gold Price and Recovery Indices."

Send Request for free material to the Editor of *The Library Journal*. Your request will be forwarded promptly and the desired material sent directly to you. Booklets, pamphlets or posters requiring remittance should be requested direct from the advertisers. If extra copies of any material are desired, please write the advertiser direct.

A Bank's Relations With Its Customers. By Stuart H. Patterson, Vice-President and Comptroller, Guaranty Trust Company of New York. Copies of this publication will be supplied free of charge to librarians requesting it. Guaranty Trust Company of New York, 140 Broadway, New York City.

Distinctive Store Lighting. A portfolio of ideas on store lighting, covering many new and unusual ideas for lighting large and small stores. Portfolio also contains many illustrations of distinctive lighting in the United States, Canada, and Europe, including the ideas of concealing equipment in the tops of pedestals, cases or by the use of moderne recessed panel lighting equipment. Available free of charge upon request. Curtis Lighting, Inc., 1119 W. Jackson Blvd., Chicago, Ill.

Art Education Press, Inc. Successors to Brown-Robertson Company, Inc. 424 Madison Ave., New York City. The following catalogs are available free of charge upon request: Catalog of Museum Color Prints and Art Education Source Material.

Tariffs on Barley, Oats and Corn. By Theodore W. Schultz. Published by Tariff Research Committee, Madison, Wisconsin. Price 50¢.

Tariff on Dairy Products. By Ronald R. Renne. Published by Tariff Research Committee, Madison, Wisconsin. Price 50¢.

National Tuberculosis Association. 50 West 50 Street, New York, N. Y., offers to any library willing to pay transportation and packing charges the Transactions of the National Tuberculosis Association for the following years: 1905, 1907, 1909, 1910, 1913, 1914, 1916, 1918, 1919, 1920, 1921, 1922, 1924, 1925, 1926, 1927, 1928, 1930, 1931.

Monetary Theories of Warren and Pearson. By Walter E. Spahr. Price .25¢. Farrar & Rinehart, 232 Madison Ave., New York, N. Y.

California Composers. A bio-bibliography published by the California Federation of Music Clubs. Compiled by Jessica M. Fredericks, chairman of Music in Libraries for the Federation, and music librarian of the San Francisco, California, Public Library. Price .50¢. Order direct from Miss Fredericks.

American City Series. Booklets on the following subjects: Asuncion, Barranquilla, Bogota, Buenos Aires, Caracas, Guayaquil, Havana, La Paz, Lima, Valparaiso, Mexico, Montevideo, Panama, Port-au-Prince, Quito, Rio de Janeiro, Rosario, Santiago, Santo Domingo, Sao Paulo. Price 5¢ each. Pan American Union, Washington, D. C.

International Economic Life. A report of the Committees on Ethics and on Economic Relations. Price 10¢. Catholic Association for International Peace, 1312 Massachusetts Ave., N. W., Washington, D. C.

The World Depression, 1929—. A list of books and pamphlets in The New York Public Library. Compiled by William W. Shirley. Price .50¢. The New York Public Library, Fifth Ave. and 42nd St., New York, N. Y.

Foundation Plantings. Trees and shrubs to be planted around your house. Price .10¢. Service Editor, *McCall's Magazine*, Dayton, Ohio.

Institute of International Education. By Howard R. Marraro. Handbook for American students in Italy. Published in cooperation with The Italian Historical Society. Price .25¢. Institute of International Education, 2 West 45th Street, New York, N. Y.

Tariff on Sugar. By Lippert S. Ellis. Price .50¢. The Rawleigh Foundation, Freeport, Ill.

Inflation—Who Wins and Who Loses? By Maynard C. Krueger. A broadside against money "tinkering" from the socialist viewpoint. Price .10¢. Socialist Party of America, 549 Randolph St., Chicago, Ill.

Catalogue of the Astor Library. The New York Public Libary has a number of duplicate sets, nine volumes unbound from 1857-1887 (weight 19 lbs.), that will be sent to any library for the cost of transportation. Robert Lingel, Chief, Acquisition Division, The New York Public Library.

Accounting for Catholic Institutions of Higher Education. By Rev. Charles Aziere. National Benedictine Educational Association, St. Benedict's College, Atchison, Kansas. Price 25¢.

Homemaking News. Free each month for a self-addressed stamped envelope. Service Editor, *McCall's Magazine*, Dayton, Ohio.

Library Books Reviewed

Filing Theory And Practice[1]

THIS Is a simple, concise and yet complete elementary text-book designed either for class room work or self-instruction. Its clever use of illustration makes the book particularly useful to the novice, as does also the concentration on basic principles and avoidance of superfluous discussion.

Alphabetic and numeric filing, follow up systems, charging methods, geographic filing and a brief discussion of the Dewey decimal system and the library card catalog, etc., are all clearly discussed and illustrated. Questions are appended to each chapter.

Many laboratory problems may be worked out in connection with the practice files skillfully inserted. A key which gives answers to the questions and a good index are included.

This text will be a welcome tool for anyone interested in a good discussion of simple filing.

——MARION C. MANLEY,
Librarian, Business Branch, Newark, N. J., Public Library

A Guide To Civilized Loafing[2]

THE REVIEWER recalls, with a sort of malicious amusement, listening long ago to a protagonist and something of a patron of the now old-fashioned free-verse writers. After the nice, but sophomoric, talk, he or somebody asked for a characterization of the virtues of the new forms—probably with the hope, since it was in a technical college, of getting something to pass on to budding engineers and agriculturalists and home economics leaders who weren't very interested in poetry, anyhow. The essence of the summation was that it was good stuff, and we ought to like it.

While one hesitates to characterize Professor Overstreet's little volume as sophomoric (in view of past accomplishment), one closes it with the feeling that about all he has managed to say is that intelligent loafing is good stuff; the presentation lends no urge to try it. This is the general impression; specific aspects qualify the statement.

First, the author has almost entirely failed to realize what contribution he could make to this subject. His should have been an exposition of psychological principles which would demonstrate the desirability of self-directed leisure. In fact, on p. 106, he sets his own text: "To love something is to be grateful for it." Or, on p. 216: "Just to fool around—there can be a wisdom in this that, at times, passes all work-bound understanding." He should use—as he occasionally does—numerous examples, real or imagined, to illustrate his points. As it is, one has to do too much panning in seeking the nuggets—and is generally disappointed with the sketchy fashion of the presentation. For, after all, any one attracted to this book (since only the title qualifies it for the type of literature called the "personal essay") will read it either to get suggestions for helping others or to seek some explanation of himself. In either case, a real presentation of principles is what he wishes. For the rest, the book divides itself rather squarely into two phases. In one, Professor Overstreet fails signally; in the other, if re-read, he succeeds admirably.

The failure is his attempt to recommend what may be called motor activities—"things to do". In the first place, the author apparently doesn't know what there is to do, judged by his catalog of suggestions. The limits of a small book may have some bearing, but there are many pointless paragraphs for which exposition of good, fresh activities might be substituted. Again, we gather from stray phrases that the author has tried most of the things he recommends—remembers them pleasantly. But he must know that contemporary civilization is not depending upon the days of his boyhood for its inspiration; it is going back much further than that—and that half the fun of this present impulse is the novelty of reviving old activities. In suggestion, his book is as banal and empty as a rattling ashcan outside the window; it has literally nothing to offer. This reviewer humbly suggests that he look into a few timely periodicals—for instance, that inspired *Recreation* and that ingenuous *Leisure*—for ideas.

The reader might forgive the paucity of suggestion—there are still good things to be said about walking and whistling and building kitchen cabinets—if the author did not forget that the first principle of teaching people to play (applicable equally where the pleasure response is concerned from eight hours to eighty years) is in eliciting either imitation or emulation from them. It is this principle which makes some kind of leadership necessary even for solitary sports and activities and which marks the real leader as something of a genius. In books, this principle has a very definite form: it says, in effect, "I had a perfectly swell time doing this in just this way. I did so-and-so, and my reactions were these." The purpose is not accomplished by the rather impersonal, at times patronizing, tone which Professor Overstreet assumes. Perhaps it is asking too much to hope to find the infectious spirit of a Robert Haven Schauffler where music is concerned, or the elemental concreteness of imagery of a Stuart Edward White for the outdoors, or the thrilling adventurousness of a H. V. Morton in travel, or the *pax vobiscum* of R.L.S. in just loafing—but it is a pretty safe prophesy that no first-rate books on leisure will be written until this spirit enters in. "Go thou and do likewise."

So much space has been devoted to the failure of this little volume that little is left for its virtues. After the first 76 arid pages, Professor Overstreet commences occasional considerations of purely intellectual activities, with "Being Alone," and for a few chapters there is a succession of excellent ideas and fine writing, of which the chapter named is perhaps the best. "Mortal man fulfills his destiny by returning to the elements whence he came. But there is another part of his destiny which we have not yet been able quite to fathom—his power to span the generations, to keep living on with a freshness and vigor that seem to defy the passage of time."

(*Concluded on page* 483)

[1] Brown, H. S. *Filing Theory and Practice*. N. E. H. Hubbard & Co., 1933. 5th ed. $2.50.

[2] H. A. Overstreet. *A Guide to Civilized Loafing*. New York: W. W. Norton & Company [1934]. 223 p. $2.

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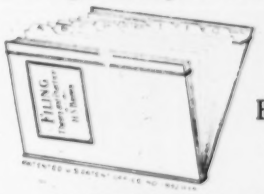
Filing Theory and Practice



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Children's Librarians' Notebook

Reviews Of Juvenile Books By Children's Librarians

NICODEMUS AND THE HOUN' DOG. By Inez Hogan. Illus. by the author. *Dutton.* $1.

Another fascinating tale of the little black boy, in which a dilapidated, but irresistible houn' dog attaches himself to Nicodemus. Nicodemus' Mammy "can't keep no houn' dog 'roun' heah" and several unsuccessful attempts are made to send him along back where he came from. At last he rescues Nicodemus' little sister from the pond and wins his right to be Nicodemus' dog. Children will like the simple story and the pictures. Nicodemus would be more attractive if he were less grotesquely caricatured.

——EMMA L. BROCK

JAVA JUNGLE TALES. By Hendrik De Leeuw. *Doubleday.* $1.75.

These folk tales of Java are full of interest, sly wisdom and keen humor. The ingenious and mischievous little mouse-deer, less than a foot high, capers through the stories playing tricks on the jungle animals, and reminds one strongly of Brer Rabbit in the Uncle Remus stories. The book has three distinct uses. First, it will be thoroughly enjoyed by the story-teller who is looking for short humorous stories for the story hour. Secondly, children as low as the fourth grade will enjoy reading the stories for themselves, for the reading matter is simple. Thirdly, the book will be useful to teachers in developing a unit of work on Jungle Life. Life on a busy rubber plantation is also depicted. The book is written by an authority. It is illustrated in black and white by Kurt Wiese, who has succeeded in catching the humor and folk spirit of the stories.

——EVELYN R. SICKELS

BROOMSTICK AND SNOWFLAKE. By Johan Falkberget. Illus. by Helen Sewall. *Macmillan.* $1.75.

These stories are written in the spirit of old folk tales. They have a picturesque humor and an inconsequential exaggeration that will delight children. Broomstick is a tanner's son and the hero and is much more engaging than his name would imply. Snowflake is the giant's daughter, "mercy on us, how beautiful she was! —and her hair hung down her back like golden rain." There are gnomes and trolls and huldres and other creatures of Norwegian lore and much cold and frost and snow. The stories should be a vital addition to story-telling material. The strong black and white illustrations by Helen Sewall have all the beauty of design and modern freshness, and even more of the sense of humor, that we enjoy in her pictures.

——EMMA L. BROCK

THE BIG CANOE. By Lurline Bowles Mayol. *Junior Literary Guild* and *Appleton-Century.* $2.

According to the author's foreword, the Haidas were a powerful tribe of Indians who lived in the Queen Charlotte Islands off the northwestern coast of North America about one hundred years ago. They lived in villages and differed markedly in other ways from the Indians east of the Rocky Mountains. The twelve stories in this volume are based on the author's research in the history of the Haidas and they attempt to portray their village life and to bring out some of their customs, legends and beliefs. The chief character in each story is a child or youth. Since there is little warfare or action in the stories, they are likely to appeal less to boys than to girls and their structure is simple enough that fifth grade children will enjoy them more than older children. A glossary is included. Illustrations are in black-and-white.

——JESSICA KING

THE VICTORS. By E. J. Crane. Illus. by Don Wier. *Duffield & Green.* $2.

Based on Commentaries written by Garcilasso de Vega, son of a Spanish captain and an Inca princess, *The Victors* tells a story of rebellion during the Spanish Conquest in Peru. During a crisis the young Garcilasso is sent, along with other Peruvians, to take refuge in a cleverly hidden Inca city where a glimpse is had of a rich culture. Later he returns and enlists in his father's cause. But his experiences embrace something more than battle, for he enjoys the refinements of his home, makes merry at a Carnival and learns that not all Spaniards are monsters. The book is a nicely phrased narrative for children from the sixth grade on.

——ELEANOR HERRMANN

MOUNTED FALCON. By Fjeril Hess. Illus. by Edward C. Caswell. *Macmillan.* $2.50.

Lynn Garrow, heroine of *Buckaroo,* herein goes to Prague. She is "playboy" of a unit of after-war workers who are under the direction of Dr. Alice Massaryk. It is she who becomes a Sokol, a mounted falcon, and rides in the review before the president of Czechoslovakia, Dr. Massaryk. Yet it is also she to whom is given the honor of translating Dr. Alice Massaryk's letters. This is the author's own experience. The zestful enthusiasm of Lynn for the customs of the people and their folksongs carries the story, and the slight love element will not detract from it. Excellent for intermediate girls.

——ISABEL MCLAUGHLIN

DAVY CROCKETT. By Constance Mayfield Rourke. Illus. by James MacDonald. *Harcourt.* $2.50.

This is the exciting career of Davy Crockett, hunter, Indian fighter, and politician. He was born in Tennessee, spent his boyhood roaming the mountains, and learning to become the best hunter of his time. At twelve, Davy left home to go with a German farmer as cattle driver to Virginia. From that time on he earned his own way. His sympathy was first aroused for the Indians in the Creek War, and until his death he stood up for their rights, and fought for a square deal for them. In 1821 he was elected to the state legislature, and in 1827 to Congress. He moved his family to the "Shakes" a strip of land in Western Tennessee near the Mississippi—then years later to Texas. He met his death at the Alamo, fighting bravely with the men from Tennessee. The many sides of Crockett's personality are vividly drawn by the retelling of the tales which have grown up around his name. Miss Rourke's style is a delight, for she tells the story in a rich, straightforward manner with a delightful dash of humor. The author has seemed to create an intimate acquaintance with this heroic figure, and one almost feels that Davy Crockett is still alive. Mr. James MacDonald's beautiful woodcuts are full of the spirit of the times. While this book is for older boys and girls, there is a great need for biographies such as this, for much younger boys.

—MRS. KATHERINE WATSON

AESOP'S FABLES. Edited and illus. with wood engravings cut by Boris Artzybasheff. *Viking.* $2.

The ninety fables contained in this book were chosen and edited by Boris Artzybasheff. In making the selection, the editor took from both the Croxall edition and the James edition. The result was a happy one for it combined in each fable the imagination and humor of both translators. Mr. Artzybasheff illustrates the fables with twenty wood engravings, all arresting. Some are serious; some exquisite; other humorous and some grotesque. The wood-engraving proves a particularly appropriate medium for illustrating this classic of antiquity, for just as the wisdom of the fables seems chiseled from the block of human experience, so the illustrations have been cut from the very heart of the wood itself. The book shows that it has been a labor of love both on the part of the editor-illustrator and the book-maker. The classic text; the illustrations of great beauty; the type, paper, and binding all combine to make a fine example of distinctive bookmaking.

——EVELYN R. SICKELS

A SPY OF '76. By A. T. Dudley. *Lothrop.* $1.75.

This story describes the adventures of two youths during the years 1776 and 1777, and the spy of '76, Enoch Crosby, who is presented in actual character and not as Cooper describes him. Dealings with Enoch Crosby cause John Spencer to forfeit the friendship of his old mate, Zeb Giddinge; but Priscilla Adams heals the breach. The author's introduction says, "The historical materials lying at the base of the tale are taken chiefly from the official report of the court martial of Hickey, the records of the New York Commission for the Detection of Conspiracies, the New Hampshire State Papers, and the detailed studies of the events leading to the Battle of Bennington available in publications of various historical societies. The spy, Enoch Crosby, as he appears in the records of the New York Commission, was in actual life not at all the mysterious figure romanticized by Cooper in *The Spy* under the name of Harvey Birch, but rather a clever agent provocateur, used repeatedly and for a long time with unfailing success by the New York authorities. It is in his true character that he is depicted in this story." *A Spy of '76* has sincerity as a recommendation.

——NORA CRIMMINS

NUVAT THE BRAVE, an Arctic Robinson Crusoe and His Dog. By Radka Doone. Illus. by Hans Axel Wallen. *Junior Literary Guild & Macrae-Smith.* $2.

Nuvat, Eskimo boy, counted out as a coward even by his father, offered to get food for his tribe in the face of a storm and the medicine men's prohibition. Swept away on an ice floe with his father's dogs and sled, he found haven on a rocky island. There he lived two years building the equipment to return safely to his people. The mode of living, the handicrafts and hunting skill of the Eskimos are woven into a story of audacity and endurance in meeting constant hazards. Occasional bits of dangling information do not ruin the sweep of the story. Young boys will like it.

——ISABEL MCLAUGHLIN

DADDY'S ADVENTURE WITH THE ANIMALS. By Helen Fuller Orton. *Stokes.* $1.

The second grade boys and girls will like to read for themselves the story of Betty Ann's birthday supper and how her daddy went fishing and nearly missed getting home for it. It was a long way to the fishing stream and he met so many animals on the road who would not budge until he told them each and every one to please let him pass by so he could get home for Betty Ann's birthday supper. After supper he made pictures of all the animals that he met and hung them on the wall for Betty Ann.

——ALICE E. BROWN

THE LOG OF THE BETSY ANN. By Frederick Way. Illus. by Paul Briol. *Junior Literary Guild & McBride.* $2.75

Mark Twain did not exhaust all the romance of river boating when he wrote *Life on the Mississippi.* As prerequisite reading to Twain, *The Log of the Betsy Ann* is recommended for boys. The author, a very young man, purchased, and reconditioned (with his father's money) an old weather-beaten steamboat. Summers were spent along the Ohio and lower Mississippi in tourist trade; winters, when ice did not tie up traffic, in commercial trade. The interest of the book lies in the fact that a master's life does not always run smoothly. Engine trouble, late schedules, mutinous roustabouts, lend zest to every run. The young reader is admitted behind the scenes and emerges with some idea of the duties, fears and pleasures involved in river navigation. Boys will like the author's breezy enthusiasm.

——ELEANOR HERRMANN

JACK'S HOUSE. By Lincoln Fay Robinson. *Viking.* $2.

The author has given us a story of a real live boy. Jack's life is full to running over with all the interests that an intelligent young chap with a normal family life could expect to have. The story is laid in the Ossipee mountain region, Tamworth township, New Hampshire. Kozy Kot is Jack's very own house. He chose the site just above the old abandoned sugar house where he discovered a very special secret view. He planned the cabin with his father who understood his young son and enjoyed him. When it came to the building Jack was right there to help in all the details. Even the furnishing of the rooms was done under his supervision for Jack knew what he wanted. It is just the kind of a cabin many an outdoor boy has been longing for and this is just the kind of a book that will please them. Leaders of boys' clubs and parents should all be urged to read *Jack's House.*

——ALICE E. BROWN

THE STORY OF BEOWULF. Retold from the ancient epic by Stafford Riggs. Illus. by Henry C. Pitz. *Junior Literary Guild & Appleton-Century.* $2.50.

The beauty of this version of the Beowulf epic and the beauty of the illustrations are so perfectly in accord with each other and with the spirit of the epic itself, that one marvels at the whole. The story is told quietly, yet dramatically, simply but with the picturesque wording of an older English. The illustrations are bold, dramatic and beautifully designed. There is invaluable material for the story hour and for reading for older boys and girls.

——EMMA L. BROCK

ACE OF THE AIRWAYS. By A. Van Buren Powell. *Penn.* 50¢.

In the same series as *The Call of the Clouds* and of exactly the same pattern. Details are different, it is true, this is China, while the other was Nicaragua, but there is the same mean, rich friend and the sturdy, and always right, poor boy. The flying ability of these two sixteen- and seventeen-year-old American boys is too remarkable.

——ISABEL MCLAUGHLIN

NAKED MOUNTAIN. By Elizabeth Knowlton. *Junior Literary Guild & Putnam.* $5.

This book was published in 1933 as an adult title about a mountain climbing expedition. It is the story of the German American Himalaya Expedition to Nanga Parbat. In 1934 the Junior Literary Guild chose it as one of their titles for older girls and boys. For this use it will appeal to a very limited group. To the adult mind and to the person primarily interested in mountain climbing, the book is of interest and value. It was a great adventure and the author tells of it faithfully, but not in a manner for the ordinary run of young people. Not essential in either juvenile or intermediate collections.

——MARY R. LUCAS

THE BOOK ABOUT ANIMALS. Illus. *Warne.* $2.

In this book there are about 150 pictures of animals, a few in color and the rest from realistic drawings and from photographs. It is a very comprehensive collection, showing wild and domestic animals, rare ones and common ones. The book is done in England and the squirrel and robins are European varieties. The text is simple and purely informative. The information about each animal does not appear with the picture and for this reason the book would be less easily used by children.

——EMMA L. BROCK

THE EAGLET. By Harald Victorin. Illus. by Frank Dobias. *Macmillan.* $1.50.

A thriller for boys, telling of an international air race around the world. The hazards of the difficult flight, told by an author who has knowledge of aviation and aeronautical terms, guarantee satisfaction to the air-minded reader in and beyond the fifth or sixth grade.

——MARIE L. KOEKER

RIDE-THE-WIND. By Ethel Calvert Phillips. *Houghton.* $1.75.

Mrs. Phillips has given us another story for young children to read. This time she tells of the life and adventures of Ride-The-Wind and his younger sister Little-Red-Feather, who belonged to the Hackensack band of the Lenni Lenape tribe. They lived in a little Indian village on the Passaic River in New Jersey. The story is simply told and fourth grade children will enjoy it.

——ALICE E. BROWN

THE MYSTERY OF MYRTLE GROVE. By Ruby Lorraine Radford. *Penn.* $1.75.

The Mystery of Myrtle Grove is the name of Miss Radford's new book for younger readers. Among those she has previously given us are *The Mystery of the Nancy Lee*, *The Mystery of the Bradley Pearls* and *The Mystery of Palmetto Lodge*. The present story is about the Phillips family; a father, three sons, and two daughters, living on a plantation called Myrtle Grove on the Indian River near Miami. The mystery concerns the disappearance of some trust money for which Mr. Phillips is responsible, but as he is away during most of the story the investigation and to a large extent the solution of the mystery is dependent on the young people. The detective part of the story is well worked out leading to many unexpected developments and climaxing in the trapping of the youthful investigators in some old Spanish ruins on an island in the river. Aside from the mystery element the book gives an interesting picture of the life of this motherless family which has had a hard time financially and has learned from it an unusual amount of independence and at the same time a group loyalty that would be admirable traits even in much older people. Descriptions of tropical scenery are introduced, but as they are incidental to the story and are not long enough to be wearisome they serve to add to the interest. Altogether we feel this should prove a very readable story for girls and boys from ten to fifteen for whom it is intended.

——NORA CRIMMINS

OLA AND BLAKKEN. By Ingri and Edgar Parin d'Aulaire. Illustrated by the authors. *Doubleday.* $1.75.

A second book of Ola done in the same colorful way. The story has more of northern folk legend, trolls, the trollcock, gnomes and Huldermaidens. The grand feast with the fairy people and the animals from the forest as guests will delight children. The very size of the cock is intriguing, his beak alone making a boat large enough to hold Ola and Blakken and Lina and Sine and Trine all at the same time. Blakken is the most lovable horse we have ever met.

——EMMA L. BROCK

JAPANESE HOLIDAY PICTURE TALES. By Chiyono Sugimoto. Illus. by Tekisui Ishii. *Stokes.* $1.50.

A dozen real Japanese folk tales are bound together by an entertaining story of a little Japanese girl and her grandmother. In this connecting story there are the fascinating yearly holidays and interesting bits of home life. The folk tales are varied in subject and are well told. The illustrations are drawn by the Japanese artist Tekisui Ishii and have the beauty of Japanese prints.

——EMMA L. BROCK

THE STORY OF RUSSIA. By Birger Richard Headstrom. *Stokes.* $3.50.

This is a political history of Russia which begins with the ninth century and brings the story down to 1933. The last ten chapters deal with the revolution of 1917 and with events and conditions since then. The style, although colorless, is clear and not too difficult for ninth grade students. There is an index and a chronological table of Russian rulers and their contemporaries. The only map is that of U. S. S. R. which forms the end-papers, and the twelve colored illustrations add little to the value of the book. Where there is a demand for material on Russian history, this book is acceptable. However, it is a formidable volume of over five hundred pages and it is expensive. It is difficult to understand why the story of the murder of the former Czar and his family is related in such gruesome detail in a book intended for the use of very young students.

——JESSICA KING

AGAINST THE JUNGLE. By Thames Williamson. *Houghton.* $2.

"I am Dr. Sternway. I led an expedition up the Amazon in search of a lost civilization. I did not find it. I got as far as Ecuador, to one of the Juaro tribes called the Huambesa. My companion was killed east of here. I considered it my duty to return to make sure he had had a Christian burial. Pelzar his name was. The Huambesa did not come far enough. I came on alone. I tied up my canoe one night. The river was falling. In the night it diminished to such a degree that my canoe was upset, having been tied at too high level. I was spilled into the river, and all my baggage was lost. I recovered only my heads. Then I wandered until the Wagras found me." Into the Jungle Vincent Duncan, expert canoeist, his brother Charlie, and Dr. Sternway's son Alec, went in pursuit of the scientist. How they won their fight against the Jungle is a story of adventure and information that has all the elements of story-telling successfully combined with effective illustrations by Herman Fay, Jr. Williamson will lead readers to Jack London; London to Beebe; and Beebe to Levy-Bruhl.

——NORA CRIMMINS

MYSTERY OF THE EMPTY ROOM. By Augusta Huiell Seaman. *Doubleday.* $1.75.

The type of mystery story that is interesting but not valuable for Children's Departments. It has an ordinary setting, a small New Jersey town and a curious old antique shop, where two sisters, aged 17 and 12, with two boys across the street, unravel the mystery of a long-lost painting and thereby restore happiness to an old man. Compared to Elinor Whitney's *Mystery Club* it is without value and real everyday atmosphere.

——J. ETHEL WOOSTER

THE BIG TREE OF BUNLAHY; Stories of My Own Countryside. By Padraic Colum. Illus. by Jack Yeats. *Macmillan.* $2.25.

Under the big tree at Bunlahy sat, at one time or another, Simon the Huntsman, Martin the Weaver, Patch the Nailer and others, telling stories. One told how a man, after hearing the music which wind made through the bones of a whale's skeleton, built an instrument that was called a harp. Another told of that strange race of little men called Leprechauns, another of a pleasant maternal creature known as Our Hen, who, with great wisdom, mothered a brood of pheasants. Some told a happy tale, others spoke of wizardry and unexplainable things and ended upon a mournful, plaintive note. Each tale is prefaced by a skillful introduction wherein the speaker becomes identified with his story. A few of the tales are Mr. Colum's; the rest are Irish folklore. The book should be wonderfully effective when read aloud. It is especially recommended to story tellers.

——ELEANOR HERRMANN

"POP" WARNER'S BOOK FOR BOYS. By Glenn S. Warner with Frank Taylor. *McBride.* $3.

In an introductory chapter, the famous coach "Pop" Warner forms an imaginary neighborhood athletic club, for which he sets up certain basic rules for athletes. The book is then divided into four parts:—How to play baseball; Track and field athletics; How to play basketball; How to play football. Detailed advice and directions are given for the performance of these major sports. Senior High School Age.

——MARY R. LUCAS

ENGINES AND BRASS BANDS. By Olive Beaupre Miller. *Book House for Children* and *Doubleday.* $2.50.

Engines and Brass Bands describes a small Midwest town of the 1890's. Typical sights on the streets were cigar store Indians and hitching posts. Ice cream socials and Fourth of July picnics were affairs of the utmost social importance for young and old alike. Children played on wooden sidewalks and thrilled to the sight of speeding fire engines drawn by white horses. The character and activities of the town are variously seen through the eyes of small boys engaged in "gang" activities, little girls industriously occupied with their dolls, a tiny little lad who runs away from home, and now and then an adult. Because the book is long, and is not written for any specific age of child, it may not win the approval of many children. Adults will have nothing but praise for the careful and authentic manner in which this delightful scene is reconstructed, and if they will take the time to read the story aloud children, too will respond to the flavor of the book.

——ELEANOR HERRMANN

ALL THE WAYS OF BUILDING. By Louise Lamprey. Illus. by Helene Carter. *Macmillan.* $3.50.

From the caves and huts of prehistoric man to the Empire State Building the reasons why men build and how they build are explained. The beauty of Greek lines and the growth of cathedrals are carefully and clearly expounded. Miss Carter's illustrative plans, pictures, and details of design help our imaginations to an understanding of methods and resulting beauties. The index helps to make this an extremely useful book for reference. The excellent make-up is a satisfaction.

——ISABEL MCLAUGHLIN

FRIENDS AND FOES IN THE ROCKIES. By James Willard Schultz. *Houghton.* $1.75.

A story which appeared first in *American Boy-Youth's Companion.* Begins with the love story of an Indian girl and a white boy of nineteen—her kidnapping by a hostile tribe. It all ends with her rescue by the white boy. The love element at the beginning spoils the whole feeling of the story as an adventure tale and as a picture of Indian life. Told in the first person. Not needed.

——MARY R. LUCAS

THE STORYLAND TREE. By Maud Lindsay. Illus. by Kayren Draper and Mimi Clare Hill. *Lothrop.* $1.50.

Maud Lindsay's books of stories have endeared her to mothers, teachers and everybody interested in reading and telling stories to younger children. *The Storyland Tree* will be welcomed by this group for here we have pleasant little stories of the everyday life of children told in a manner that will especially appeal to the pre-school child. The book is divided into two parts, the first, The Storyland Tree, and the second, The Happy Brother and Sister Rhymes. These stories and poems, with their attractive pictures of child-life in action and repose, will delight children, and the suggestions for busy work and play will please mothers.

——CARRIE E. SCOTT

I'M BUSY, a Book of Play Activities. By Maude Dutton Lynch. *Houghton.* $1.50.

Here is a great variety of play suggestions for younger boys and girls, grouped under such headings as: Building; When I'm Kept in Bed; With My Pets; Making Scrapbooks; With Pen, Ink, and Pencil; At My Parties; In My Museum; In The Kitchen. Some of the directions are a little sketchy as in the section on marionette shows, but for the most part they are direct and clear. Recommended to parents and teachers for the wide variety of activities described and to children of the fourth and fifth grades who are looking for a book to help them decide for themselves what to do next.

——MARJORIE F. POTTER

STONE KNIFE BOY. By Alida Sims Malkus. Illus. by Herbert M. Stoops. *Harcourt.* $2.

A very modern story of the Taos Pueblo Indians wherein sixteen-year-old Stone Knife Boy, lately home from an enforced and hated period at school, proves his doubted honesty and bravery to his tribe. The incidents in the story may be slightly crowded and the solution rather perfect, however the setting is fine and the individual characteristics of the Pueblo Indians are well portrayed. There is a mystery connected with cattle rustling which is solved a bit differently by the introduction into the story of a fierce wild stallion and his beautiful golden mare. Attractive double-paged black and white drawings and end-papers are in keeping with the story. For older boys and girls. A slight love story at the end.

——HELEN NEIGHBORS

SWORDS OF STEEL. By Elsie Singmaster. *Houghton.* $2.

The story gives an excellent and vivid picture of Gettysburg and the surrounding country in the stirring days just previous to and during the Civil War. This is seen through the eyes of John who is celebrating his twelfth birthday when the story opens. It is a fine picture of home life of the period, as well as of the war as it affects the family and their friends. The chapter which describes John imprisoned in the cellar while the battle rages around his house, which has been taken by the enemy, is very realistic. The make-up of the book is attractive, and the story never lags. There is a delicate touch of romance which will be pleasing to the older girls, but it is a book that both boys and girls will enjoy.

——MRS. KATHERINE WATSON

TOTARAM, THE STORY OF A VILLAGE BOY IN INDIA TODAY. By Irene Mott Bose. Illus. by Margaret Ayer. *Macmillan.* $1.90.

American boys and girls who are interested in India will greatly enjoy these stories of the everyday life of a small boy who lives in a little village of central India. They will find him a good scout, for he does his kind deed, he learns by observation, he knows how to overcome fear, to do his duty and to be true to his trust. He also learns that "pride goeth before a fall" as in the case of "The Goose Girl" story and the story of washing the elephant. Each sketch gives a refreshing viewpoint of the village life near the jungle where ways of living are very different from our own. The author knows her India, for she has lived in Nagpur in the Central Provinces and had charge of an educational experiment that took her to nearby villages and opened to her the homes of the people. Thus she had an excellent opportunity to become acquainted with the fathers and mothers and children, and to learn of their ways of living. Under the big tree in the village, where the people gathered, she heard many of the stories she has related in this book, and she herself saw others happen. Here she met the little mischief-loving Totaram and she has introduced him to the reader in a most delightful manner. He is one of the most interesting and best portrayed foreign children we have found in recent fiction. The artist also knows her India. Her excellent black and white drawings add much to the attractive format of the book.

——CARRIE E. SCOTT

A Guide To Civilized Loafing

(Concluded from page 479)

His enunciations on this theme are admirable. In addition to passages quoted (principally from a catholic collection of poets), the author makes some generalizations which are little short of aphorismic; the blurb writer has found some of the good ones for the back of his dust wrapper. Two others which have real psychological significance are, "The theory of getting the most power into one's life by restricting the area of one's disciplined attention has a good sound to it, but it has serious limitations," p. 183, and the amusing but truthful note, "A dullard is simply one who dully accepts—good and bad alike," p. 94. There are many other equally important observations. Unfortunately, the indexer was not like-minded!

Bookish as the author appears to be, it is curious that he does not recognize the library more fully. He expresses some indignation over the lack of support of the institution on p. 128, but his tone reminds the reviewer who once wished aloud that just one of the trustees of the library with which he was connected had a borrower's card—to be told, of course, that trustees bought their books. Does Professor Overstreet patronize a library? Does he know librarians in other surroundings than as an after-dinner speaker? If he did, he could surely find something more vital to criticize than the general discomfort of reading rooms! He would then know that the books, so far as his little volume discloses his taste, stand waiting to be tucked away in his little green baize bag—do professors still carry them?—for easy-chair companionship. Much as every librarian wishes for cosier surroundings to welcome a young Thomas Burke out of the wet night, with warmth and light for his thin young body and poetry for his hungry soul, there is always the certainty that an older, smellier "population" will have arrived first. Fundamentally, the library serves its purpose.

Professor Overstreet has, we fear, written "just another book," but it offers promise. What we would seriously and respectfully recommend is that he not drop the subject but try again!

——KARL BROWN
The New York Public Library

Advance Book Information

Including Books To Be Published Between July 1 and July 15, Based On Data Gathered From Publishers. Issued Semi-Monthly. Juveniles And Text Books Not Included.

Ar: Fine Arts **Dr:** Drama **Mu:** Music **Sc:** Science
Bi: Biography **Ec:** Economics **Po:** Poetry **Sp:** Sports
Bu: Business **Hi:** History **Re:** Religion **Tr:** Travel

Non-Fiction

Anderson, H. Dewey and Eells, Walter Crosby
THE ALASKAN NATIVES

A survey of the sociological and educational status, past and present, of the Alaskan natives, taken from material gathered during two seasons spent in visiting Eskimo, Aleut and Indian villages. Illustrated. Stanford Univ. Press, $5. (7/34)

Andrews, Hilda Mu
MODERN HARMONY

A simple explanation, for the beginner in music, of the new features in harmony. Market: Radio listeners, elementary music students, libraries. Oxford, $1. (7/34)

Austin, Mary Re
CAN PRAYER BE ANSWERED

A collection of the articles by Mrs Austin now running in the *Forum*, to which additional material has been added. Market: People with religious interests, libraries. Farrar & Rinehart, $1. (7/2/34)

THE BOOK OF GREAT AUTOBIOGRAPHY Bi

An omnibus volume of biography containing five complete books and three shorter selections. The authors represented are Conrad, Lagerlöf, McFee, Helen Keller, Madame Sugimoto, Barbellion and Walt Whitman. Market: All lovers of good biography, libraries. Doubleday, $2.50. (7/11/34)

Brown, Cora, Rose and Bob
THE WINE COOK BOOK

Recipes, calling for the use of wine, which come from many lands and localities. A cook book for epicures, gourmands and gourmets that will supply that occasional perfect meal or dish that every hostess dreams of serving. Little, Brown, $2.50. (7/12/34)

Burgess, J. T.
THE BOOK OF KNOTS, TIES AND SPLICES

Dutton, $1.25. (7/2/34)

Childe, V. Gordon
NEW LIGHT ON THE MOST ANCIENT EAST

A Professor of Prehistoric Archaeology in Edinburgh University presents the new pattern of early civilizations and their relationship in the light of recent discoveries in Egypt, Syria, Mesopotamia and India. Illustrated. Market: Those interested in history, archaeology, and sociology, libraries. Appleton-Century, $4. (7/34)

Engle, Paul Po
AMERICAN SONG: A BOOK OF POEMS

A first volume of verse, richly American in theme, that is strongly recommended by Stephen Vincent Benét. Doubleday, $1.50. (7/3/34)

Faunce, Hilda Bi
DESERT WIFE

An account of the four years spent by the author at a trading post on the Navajo Indian Reservation in Arizona, where the only other white person within twenty miles was her husband. Illustrated. Market: Biography readers, those who enjoy personal accounts of hardship and danger, libraries. Little, Brown, $3. (7/12/34)

Fisher, H. H., ed. Hi
THE BOLSHEVIK REVOLUTION: DOCUMENTS AND MATERIALS, 1917-1918

An account of the last days of the Kerensky regime, of the seizure of power by the Bolsheviks, and of their growth and problems, taken from documents in the Hoover War Library. Market: Historians, students of history, libraries. Stanford Univ. Press, $6. (7/1/34)

Graham, Benjamin and Dodd, David L.
SECURITY ANALYSIS: PRINCIPLES AND PRACTICE

A critical examination of investment theories in the light of the experience of recent years. An unusual collaboration of a practical Wall Street analyst and fund manager, Mr. Graham, with a university authority on security analysis, Mr. Dodd. Market: Security buyers, libraries. Whittlesey House, $5. (7/34)

Haldane, Elizabeth
THE SCOTLAND OF OUR FATHERS

A carefully documented picture of all phases of Scottish life in the nineteenth century. Illustrated. Market: Readers interested in Scotland and the past century, libraries. Appleton-Century, $3.50. (7/34)

Hambidge, Gove
YOUR MEALS AND YOUR MONEY

Dietary plans for each income level, showing how the normal person may select the right foods in proper proportions for the best possible all-round health and well-being. Author of *Time to Live*. Market: Wide general interest, housewives, dieticians, parents, libraries. Whittlesey House, $1.50. (7/34)

Harris, Evelyn
THE BARTER LADY: A WOMAN FARMER SEES IT THROUGH

The author, a widowed woman farmer on the shores of Chesapeake Bay, tells how she conquered the depression and the farm problem. Market: Anyone interested in today's farming problems, libraries. Doubleday, $2.50. (7/11/34)

Hughes, M. Vivian
A LONDON CHILD OF THE 'SEVENTIES

A description of the daily life of a child born and bred in London during the 1870's. Illustrated. Oxford, $3. (7/34)

Johnson, Charles S.
SHADOW OF THE PLANTATION

A sociological study of Negro family organization, personality changes, group behavior patterns, and economic structure of plantation life. Illustrated. The author is Professor of Sociology at Fisk University. Market: Those interested in sociology, the Negro, public welfare, etc. Univ. of Chi. Press, $2.50(?). (7/10/34)

Lutz, Ralph Haswell, ed. Hi
CAUSES OF THE GERMAN COLLAPSE

The first authorized translation of the documents of the committee which was intrusted with the task of investigating the cause of the German collapse. The editor is the Director of the Hoover War Library. Market: Historians, libraries. Stanford Univ. Press, $4. (7/34)

Marshall, Archibald
OUT AND ABOUT

Introduction by William Lyon Phelps. Dutton, $3.75. (7/2/34)

Pierre-Quint, Leon Bi
ANDRE GIDE: HIS LIFE AND HIS WORK

A full-length penetrating study of the life and work of the famous French writer. A useful bibliography of works by and about Gide, in French and in other languages, is included. Translated from the French by Dorothy Richardson. Market: All students of modern literature, admirers of Gide. Libraries. Knopf, $3. (7/9/34)

Richardson, Captain Leslie Tr
THINGS SEEN IN THE CHATEAUX COUNTRY

Dutton, $1.50. (7/2/34)

Roberts, Cecil
GONE RUSTIC

A gay and charming book on the delights of comfortable country life, gardening and other rustic pleasures. Illustrated. Market: All lovers of the country, those who live in the country or wish to, libraries. Appleton-Century, $2(?). (7/34)

Sassoon, David Solomon, ed. Po
THE DIWAN OF SHEMUEL HO-NAGHID

The poetical works of one of the three leading Hebrew poets of medieval Spain now published for the first time with a comprehensive introduction by the editor. Market: Students and teachers of Hebrew language and literature. Oxford, $6. (7/34)

Saunders, Kenneth Re
IDEALS OF EAST AND WEST

An account of each of the great ethical systems of the world, illustrated with prose and verse selections. Market: Students of philosophy and religion, libraries. Macmillan, $2.50. (7/34)

Sherburn, George Bi
THE EARLY CAREER OF ALEXANDER POPE

A detailed biographical study of the life of Alexander Pope up to the year 1727, which attempts to determine the influence of early circumstances on Pope's personality and on his later literary career. Market: Students of English literature, libraries. Oxford, $6. (7/34)

Shuster, George N.
STRONG MAN RULES

A study of the situation today in Nazi Germany, by the editor of *The Commonweal*. Market: All wide-awake readers interested in modern Germany, in world politics, libraries. Appleton-Century, $2(?). (7/34)

Soule, George
THE COMING AMERICAN REVOLUTION

A brief examination of past revolutions, what they were like and how they occurred, and an analysis of the policies of the Hoover and Roosevelt administrations as parts of a great historical process of change. An estimate is made concerning likely future developments. Author of *A Planned Society*, etc. Market: Everyone interested in present-day politics and economics, libraries. Macmillan, $2.50. (7/34)

Trenker, Luis
BROTHERS OF THE SNOW

Dutton, $3.75. (7/11/34)

Vidal, Lois Bi
MAGPIE

The frank autobiography of an English girl of the war-time generation, whose services in the war, coupled with the death of her brother, increased her tendency towards mental instability and set her adrift —physically and spiritually. Market: Those who enjoy autobiography, *Testament of Youth* readers, libraries. Little, Brown, $3. (7/12/34)

Von Riesemann, Oskar, ed. Bi
RACHMANINOFF'S RECOLLECTIONS

The recollections of the varied and colorful life of Rachmaninoff, who, as a great pianist, composer and conductor, is one of the most striking figures in the musical world. Illustrated. Market: All music lovers and biography readers, libraries. Macmillan, $3.50. (7/34)

Whitman, Roger
FIRST AID FOR THE AILING HOUSE

Practical answers to every home-owner's problems based on the questions of over six thousand homeowners who have written to the author's column in the New York *Sun*. Illustrated. Market: All home owners and prospective owners, libraries. Whittlesey House, $2(?). (7/34)

Williams, Sir John Fischer
SOME ASPECTS OF THE COVENANT OF THE LEAGUE OF NATIONS

A study of the Covenant of the League in its more important aspects. The texts of the Covenant, the Fourteen Points and the Briand-Kellogg Pact are included. Market: Students of international affairs and diplomacy, libraries. Oxford, $3.50. (7/34)

Fiction

Anderson, Robert Gordon
THE TAVERN ROGUE

An historical tale of gusto and vigor laid in Elizabethan England and revolving about the adventurous figure of Sir Walter Langlande, bastard half-brother of the Earl of Essex. Market: Lovers of romantic and exciting fiction with historical backgrounds. Farrar & Rinehart, $2.50. (7/12/34)

Ayres, Ruby M.
FROM THIS DAY FORWARD

Willow lost her job and her sweetheart on the same day, and married a stolid unromantic man as a solace for her loneliness —and then one day Peter walked back into her life. Market: Romance readers. Doubleday, $2. (7/11/34)

Bassett, Sara Ware
TURNING TIDE

Against a setting of Cape Cod is told the story of Cynthia Standish, who, after the death of her dominating mother, was surprised to find in herself a streak of independence that helped her to a new and satisfying life. Market: Light romance readers, those who enjoy Cape Cod stories, libraries. Penn, $2. (7/6/34)

Baxter, Gregory
DEATH STRIKES AT SIX BELLS

Lord Ronald was the only witness of the murder of an American traveler aboard an ocean liner returning from India. Then he was murdered and Scotland Yard had to enter the case. Market: Mystery fans. Macaulay, $2. (7/6/34)

Bentley, Phyllis
SPINNER OF THE YEARS

This novel, never before published in America, by the author of *Inheritance* and *A Modern Tragedy*, is laid in a Yorkshire town and concerns the change in Imogen Armitage from an exquisite, warm-hearted girl to a proud, obstinate and disillusioned woman. Market: Author's many enthusiasts, libraries. Macmillan, $2. (7/11/34)

Bigland, Eileen
THE GINGERBREAD HOUSE

The Pym family, half Irish and half Russian, possessed the most volatile and eccentric characteristics of both races. Here is the story of Sasha, the irresponsible, Sophie, the hysterical, Sandra, the lovable, Max, the mercurial, and Brigit, the heartless. Appleton-Century, $2. (7/34)

Blaker, Richard
NIGHT SHIFT

A quick-paced, dramatic story about Hales, night foreman of the Never Sleep Garage. Appleton-Century, $2. (7/34)

Byrne, Donn
THE ALLEY OF FLASHING SPEARS

A posthumous volume of characteristic short stories by the author of *Messer Marco Polo*. Market: Author's wide following, short story lovers, libraries. Appleton-Century, $2. (7/34)

Chapman, Arthur
THE READY BLADE

A tale of battles and love, heroism and villainy in the days of old England when knights were bold. The first of fifteen new novels in the *Tired Business Man's Library*, designed for masculine entertainment and relaxation. Sold separately or as a set at $30. See other titles listed below. Appleton-Century, $2. (7/34)

Just Published!

The Brookings Institution announces the publication of the first volume in a series of four studies dealing with the distribution of wealth and income in relation to economic progress.

AMERICA'S CAPACITY TO PRODUCE

By Edwin G. Nourse and Associates

IN THIS book our entire system of production is analyzed with a view to ascertaining the trend of capital expansion in the United States, and the capacity of our productive plant and labor supply to produce the goods and services which society requires for the satisfaction of its wants.

The treatment throughout is clear, thorough and impartial. A distinctive feature of the book is the more than forty illustrative charts which it contains, practically all of them in three colors.

605 pages; $3.50

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BLOOD OF THE WEST

Patricia Lane found difficulties and troubles aplenty when she tried to claim title to her ranch in Saccaton, New Mexico. Author of *Idaho*. Market: Western fans. Macaulay, $2. (7/12/34)

Lindsay, Philip
LONDON BRIDGE IS FALLING

A novel of fifteenth century London and of the excitement that came into the lives of the heterogeneous group of people who lived in the seven houses on London Bridge. Market: Historical fiction fans, libraries. Little, Brown, $2.50. (7/12/34)

Lorimer, Graeme and Sarah
MEN ARE LIKE STREET CARS

A new edition containing an additional story called *Return Engagement*. Uniform with the authors' *Stag Line* published in April. Little, Brown, $2. (7/12/34)

MacDonald, Philip
THE NURSEMAID WHO DISAPPEARED

Violent murder and strange disappearances occurred before Colonel Anthony Gethryn. Lucas of the C.I.D. and London's far-flung police system solved the mystery which an American author had overheard two women plotting. Crime Club selection for July. Market: All mystery fans. Doubleday, $2. (7/11/34)

Masterman, W. S.
THE BADDINGTON HORROR

A mystery thriller in which Sir Arthur Sinclair, late of Scotland Yard, runs down the crimes. Author of *The Mystery of 52*, etc. Market: All detective story fans. Dutton, $2. (7/2/34)

Mazeline, Guy
WOLVES

This novel about the growing decadence of a wealthy middle-class family of Le Havre was the Goncourt Prize winner for 1932. The author was born in Le Havre and knows thoroughly the life of its seafaring men and merchants. Translated from the French by Eric Sutton. Market: Readers of distinguished fiction, libraries. Macmillan, $2.50. (7/11/34)

Mundy, Talbot
KING IN CHECK

Further adventures of this author's famous character "Jimgrim." (Tired Business Man's Library). Appleton-Century, $2. (7/34)

Peters, Alan
WHO KILLED THE DOCTORS?

There were too many doctors in Midwood and someone took it upon himself to start killing them off until Inspector Job Robinson caught the murderer. Author of *The Secret Formula*. Market: Detective story addicts. Loring & Mussey, $2. (7/2/34)

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A conflict between love and a career is the theme of this story of the medical profession. Market: Light fiction readers. Macaulay, $2. (7/6/34)

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The eminent criminologist, Dr. Priestley, solved the mystery which brought tragedy to the Robthorne household. Author of *Dr. Priestley Lays a Trap*, etc. Market: Detective story fans. Dodd, Mead, $2. (7/13/34)

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A smash and grab robbery of a jeweler's shop is the beginning of an exciting detective yarn. (Tired Business Man's Library). Appleton-Century, $2. (7/34)

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A sharp, swift romance of the capricious swirl of Hollywood and of a young Viennese entertainer who rose to movie stardom. The author is a Hollywood scenario writer. Market: Romance readers, the *Falling Star* and *Queer People* audience. Doubleday, $2. (7/11/34)

Ruck, Berta
SUNBURST
The arrival of charming and ingenuous Pat Roberts in the fashionable circles of London from an obscure Welsh town caused many broken hearts and seriously upset the match-making schemes of her refined aunts. Market: Light fiction readers, romance market, author's steady following. Dodd, Mead, $2. (7/13/34)

Ryerson, Florence and Clements, Colin
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Lynn MacDonald, detective, has a knotty problem to unravel in solving the murder of old Miss Prudence Fetty, horribly stabbed with her own sewing shears. Author of *Footprints*, etc. Market: All mystery fans. Bobbs-Merrill, $2. (7/3/34)

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Within thirty years a murder and five suicides had been committed on the terrace of a quiet farm house in Provence, then a new death caused the police commissioner to pursue the case, through tangled clues, to an amazing solution. Author of *Shoes That Had Walked Twice*. Market: Mystery fans. Lippincott, $2. (7/12/34)

Walsh, Maurice
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Calendar Of Events

June 5—Rhode Island Library Association, annual meeting at the Hope Valley Library, Hope Valley, R. I.

June 19-23—Special Libraries Association, annual meeting at Hotel Roosevelt, New York, N. Y.

June 25-30—American Library Association, annual meeting at Windsor Hotel, Montreal, Canada.

June 28-30—Pacific Northwest Library Association, annual meeting at Marcus Whitman Hotel, Walla Walla, Washington.

August 30-September 1—Minnesota Library Association, annual meeting at Glenwood, Minn.

September 10-11—Wyoming Library Association, annual meeting at Laramie, Wyo.

September 24-29—New York Library Association, annual meeting at Lake Placid Club, Lake Placid, N. Y.

October 4-6—Michigan Library Association, annual meeting at the Dearborn Inn, Dearborn, Mich.

October 10-12—Wisconsin Library Association, annual meeting at New Pfister Hotel, Milwaukee, Wis.

October 11-13—Pennsylvania Library Association, annual meeting at Hershey, Pa.

October 17-20—A. L. A. Regional Conference, Southeastern and Southwestern Library Associations, joint meeting at Memphis, Tenn.

October 22-24—Missouri Library Association, annual meeting at Excelsior Springs, Mo.

October 24-26—Nebraska Library Association, Annual Meeting at Kearney, Nebraska.

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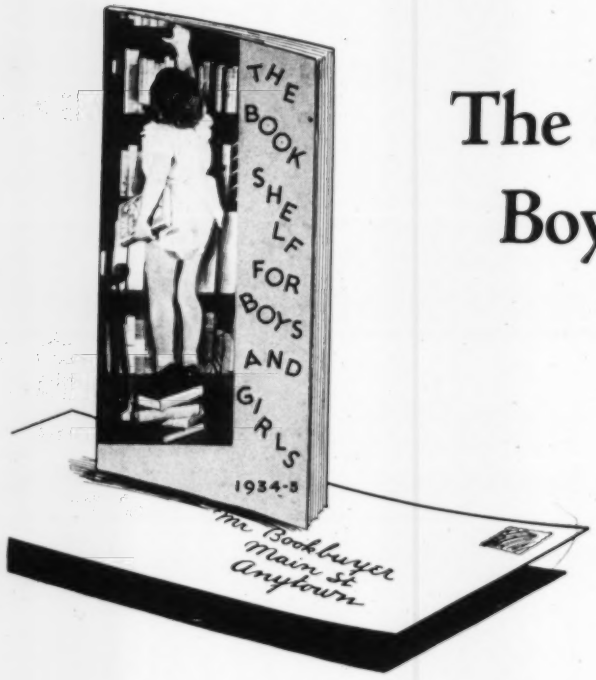

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